

THE SCHOOL JOURNAL

• NEW YORK AND CHICAGO •



VOLUME XLVI., No. 23.
\$1.50 A YEAR; 5 CENTS A COPY.

JUNE 10, 1893.

61 East Ninth St., New York.
362 Wabash Ave., Chicago, Ill.

8 Reasons, you should use White's Among Many, New Course in Art Instruction : Why

1. Besides being the latest, it is the *only* Course of Drawing for schools published that gives an adequate and well balanced presentation of the subject.
2. Drawing is taught from solids; color from the spectrum (the natural as well as the scientific basis.)
3. It gives great latitude for the individuality of the Teacher.
4. There are no "guide points"—pupils exercise their judgment in the position and size of their drawings.
5. Pupils draw from objects—they do not copy, nor do they draw on pages containing printed illustrations.
6. It provides an unusually large number of illustrations to make clear the different principles.
7. It lays the foundation of, and connects directly with, Manual Training.
8. While providing ample illustration and direction, it makes the pupils do the work themselves. It teaches them to *draw*—not to copy. It develops thought and cultivates the judgment, the observing faculties, and the self-reliance of pupils.

White's New Course in Art Instruction includes nine books for pupils, besides outlines for teachers, drawing models, color papers and all necessary material for the course.

Books 1 to 3, per dozen - - - - \$1.00

Books 4 to 9, inclusive, per dozen - - - - 1.80

Correspondence in reference to this new Course cordially invited. Address the publishers,

American
Book
Company
NEW YORK
CINCINNATI
CHICAGO
BOSTON

"This might in justice be called the age of Cyclo-pædias, and good ones, too,

CHAMBERS'S

ENCYCLOPÆDIA

Especially is it the best, if we take into consideration the number and scope of the subjects discussed. A serviceable Cyclopædia is a mean between a library of exhaustive treatises on a large number of subjects and a dictionary. In Chambers's we find this golden mean. It is a great advantage to have a Cyclopædia that has undergone many revisions. New Cyclopædias must of necessity be imperfect; the age of this gives it its value. *The busy man frequently wants something at hand to which he can turn at once*; for example, the custom of 'chalking the door' is referred to in conversation. In a minute, Chambers gives the information; or Charles I. is discussed, and Chambers gives in a condensed manner all the principal facts. No one disputes the accuracy of this work, and this is one of its greatest merits.

"Every school, containing pupils above the primary grade, should own some encyclopædia. We can hardly see how efficient instruction can be secured without it. We have had Chambers on our editorial shelves for years, and, although others are near by, we hardly know how we could 'keep house' without it."—SCHOOL JOURNAL, New York.

Send to the publishers for special rates to schools and colleges.

J. B. LIPPINCOTT COMPANY,
715, 717 Market Street, PHILADELPHIA.

When You are at the World's Fair

You will miss a treat if you fail to see, in the Manufacturers' Building, the artistic and most beautiful exhibit of

Dixon's American Graphite Pencils.

It is not a home-made arrangement of goods, as an advertisement, but an original and charming creation by an artist specially engaged for the purpose. The exhibit is elegantly set in an exceedingly handsome case made of crystal glass and choice woods surrounded by delightful oriental fittings. To see it is a joy and pleasure to be remembered when many other lovely things are forgotten.

JOSEPH DIXON CRUCIBLE CO., JERSEY CITY, N. J.



YALE DESK.
Bank, Church, School, Lodge, and Office Furnishings.

AMERICAN DESK & SEATING CO.,
270-272 WABASH AVE., CHICAGO, ILL.

ALFRED L. ROBBINS CO.,
(Successors to SCIENCE DEPT., NAT'L SCHOOL FURN'G CO.)
Established 1871.)

179 & 181 Lake St., Chicago,
Makers of
PHYSICAL, CHEMICAL, and
OPTICAL APPARATUS,
Valveless Air Pumps,
Improved Static Electrical Machines,
School Dynamos, Solar and Electrical Projection Microscopes,
Electrical Test Instruments, etc.
Catalogues and Special Net Prices free.
Mention this paper.

A. O. Series of SCHOOL PENS



Made
PERRY & CO., LONDON, Est. 1824.

Largest and Oldest Pen Makers in the World.

Samples to Teachers on application

SPENCERIAN PEN CO.,
Sole Agents, 810 Broadway, NEW YORK.

MAGIC LANTERNS Criterion and Parabolon are the best. J. B. COLT & CO. 16 Beekman St New York. Manufacturers of Lanterns, Slides &c. Catalogues Free.

MAGIC LANTERNS
AND VIEWS in the world. Send for Catalogue.
MARGY OPTIC CO., 1008 Walnut St., Phila., Pa.

Musical, far sounding, and highly satisfactory Bells for schools, Churches, &c.
MENEELY & CO., WEST TROY, N.Y. Established 1826.
Description and prices on application

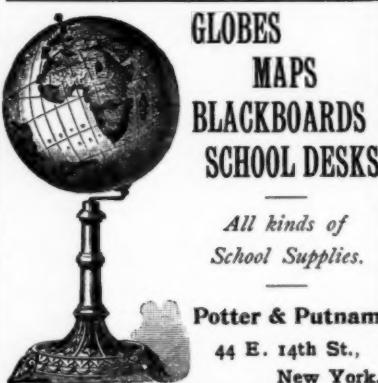
TEACHERS' AIDS. What book can give you most help in Geography, Mathematics in Arithmetic, History of Education, etc. Send 6 cents. E. L. KELLOGG & CO., 61 East Ninth Street, New York.

BLACKBOARD CLOTH.
WILLIAM BEVERLEY HARRISON, 49 Fifth Avenue, N. Y. SCHOOL BOOKS and SUPPLIES—all kinds.

ESTERBROOK'S STEEL PENS.



EVERYTHING FOR THE SCHOOLROOM
UNITED STATES SCHOOL FURNITURE CO.
74 FIFTH AVENUE NEW YORK SIDNEY OHIO 307-309 WABASH AVE. CHICAGO



GLOBES
MAPS
BLACKBOARDS
SCHOOL DESKS

All kinds of
School Supplies.
Potter & Putnam
44 E. 14th St.,
New York.

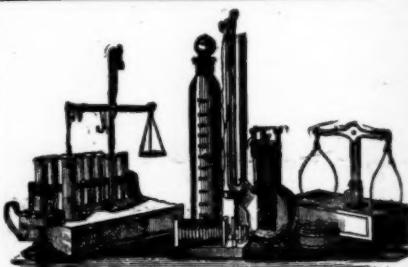
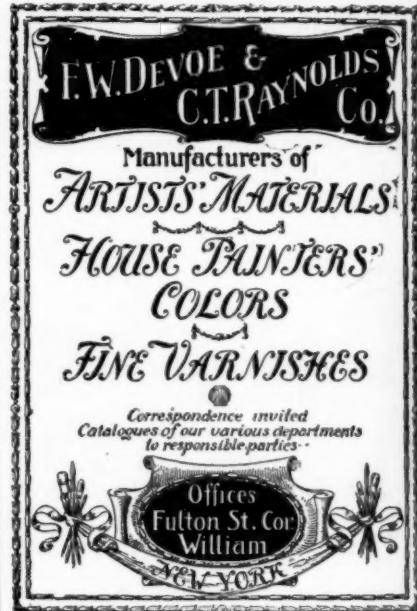
THE Premier CAMERA

Light, Compact and Easy of Manipulation. Every part is simplicity itself. The ease with which THE PREMIER may be operated, for both hand and tripod use, is almost unprecedented by those desiring a practical Camera, adapted to meet the demands of the Amateur Photographer. Either glass plates or films may be used. Price, \$15. Rochester Optical Co., Rochester, N.Y.

American and Foreign Flags IN BUNTING.

GEO. B. CARPENTER & CO.,
MANUFACTURERS,
Fifth Avenue, and South Water Street,
CHICAGO, ILL.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.



BULLOCK & CRENSHAW,
528 ARCH STREET, PHILADELPHIA,
Manufacturers and Importers
CHEMICAL APPARATUS,
PURE CHEMICALS,
For Colleges and Schools.
ILLUSTRATED PRICED CATALOGUE
published on application.

J. M. OLCOTT,
HEADQUARTERS FOR
W. & A. K. Johnston's Wall Maps,
and all kinds of SCHOOL SUPPLIES,
9 West 14th St., New York.

Per yard, one yard wide, \$.75
" " four feet " 1.00
Special Discounts to Boards
of Education or Schools.

Standard School Numbers.
333 444, 128, 105 and 048.
For sale by all Stationers.
ESTERBROOK STEEL PEN CO., 26 John St., N.Y.





Columbia Bicycles For Women

Of all pastimes bicycling is becoming the most popular, and of all bicycles the Columbia is best-liked among women, for the modern Columbia removes all objections to riding, and is light, strong, and beautiful.

Ample choice in Ladies' Columbias with cushion tires at \$110, and pneumatic tires at \$115, \$125 and \$150.

Our book on "Columbias" is free at our agency and sent by mail for two two-cent stamps. Pope Mfg. Co., Boston, New York, Chicago, Hartford.



Can You Sell Bicycles?



THE REMINGTON.

Second to None. Three Styles. Light Roadster, Heavy Roadster, and Woman's Wheel.

Material, workmanship and finish unsurpassed.

Responsible agents wanted. Send for Catalogue.

Remington Arms Company,
313-315 Broadway, N. Y. City.

Bicycles • • •
\$2.00 A WEEK.

Campbell M'f'g Co.,
21-23 Centre St., New York.

FORGOT ABOUT YOUR DIPLOMAS
And now worrying because of the consequent "hitch" in finding a place? What a fortunate thing that there is one house in America that can fit any kind of school off-hand—having a hundred different forms in stock (specialized by hand) to choose from. On paper, imitation parchment or Sheepskin—any kind of diploma for any kind of school at almost any price—always the lowest price. Catalogue, etc., for 6 cents to those who mention THE SCHOOL JOURNAL. Attend to it to-day!
D. T. AMES CO., 202 Broadway, New York.

The Massachusetts Mutual Life Insurance Co., 1851—SPRINGFIELD, MASS.—1893

JANUARY 1, 1893.

Assets, \$13,433,668.21. Liabilities, \$12,342,809.38. Surplus, \$1,090,858.83.

If you will write your name, date of birth, and address, in the blank form below and send it to the above address, we will take pleasure in showing you, not an "estimate" but a statement showing the exact values in cash and paid up insurance which would appear in a Policy issued at your age.

I was born on the _____ day of _____ in the year _____

My name is _____

My address is _____

Charles De Silver & Sons, No. (G) 1102 Walnut St., Philadelphia.
Publishers of Hamilton, Locke & Clark's "INTERLINEAR CLASSICS"

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Catullus, Horace, Ovid, Sallust, Ovid, Juvenal, Lucy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers for examination, \$1.00.
Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of classics, and to all other systems. Price to teachers for examination, \$1.00.
Sargent's Standard Speakers, Frost's American Speaker, Pincock's School Histories, Lord's School Histories, Manesse's French Series, etc.

Sample pages of our Interlinears free. Send for terms and new catalogue of all our publications.

COLUMBIAN SOUVENIR NOTE BOOK POCKET SIZE.

200 PAGES FOR NOTE TAKING—FINE PAPER.
Descriptions and Illustrations of all Buildings.
Bound in Russia Leather, 50 cts. | Bound in Boards, 25 cts
Mailed postage paid.

PECKHAM, LITTLE & CO., 66 Reade St., New York.

GOOD POSITIONS

Secured by young Men and Women Graduates of
The Bryant & Stratton Business College,
Chicago—Business and Shorthand Courses.

Can VISIT WORLD'S FAIR GROUNDS SATURDAYS Without interfering with Studies.

READERS will confer a favor by mentioning SCHOOL JOURNAL when communicating with advertisers.

G LARGEST in the WORLD Address 7 Washington Street, Chicago. Magnificent Illus. Catalogue Free.

GOOD SALARIES



OVERMAN WHEEL CO.
BOSTON,
WASHINGTON,
DENVER,
SAN FRANCISCO,
A. G. SPALDING & BROS., Special Agents,
CHICAGO,
NEW YORK,
PHILADELPHIA.

ALL STUDY

and no play makes, etc., you know the rest. The

Imperial Bicycle

will give you the desired recreation and make life seem brighter.

Catalogue telling all about high grade "Imperials" free

AMES & FROST COMPANY, CHICAGO

NEW YORK STATE

NORMAL AND TRAINING SCHOOLS.

These schools are for residents of the State who intend to teach in the Public Schools of the State.

Diplomas of these schools are licenses for life to teach in the Schools of the State.

The Fall Term begins the first Wednesday of September, and Spring Term first Wednesday in February.

APPOINTMENT.—A person desiring to enter one of these schools should apply to his School Commissioner or City Superintendent who will forward a recommendation for appointment to the State Superintendent, and it will be sent by him to the school to which the appointment is made.

ADMISSION.—A person must be at least 16 years of age, of good moral character, and pass an examination at the school entered in Arithmetic and Grammar indicating that these subjects can be completed in a term of 20 weeks, also in Geography, Reading, Writing and Spelling, but

A DIPLOMA from a College, High School, Academy, or from the department of a Union School, a State Certificate, or 1st or 2nd grade Commissioner's Certificate obtained in the uniform examination, will be accepted in lieu of Entrance Examination.

EXPENSES.—There are no expenses for tuition or the use of text-books, and fare one way is refunded to each student spending an entire term of 20 weeks. For particulars concerning the several schools send for circulars to the Principals as follows:

Brockport.....	CHAS. D. MCLEAN, LL.B.
Buffalo.....	JAMES M. CASSETY, PH.D.
Cortland.....	FRANCIS J. CHENEY, PH.D.
Fredonia.....	F. B. PALMER, PH.D.
Genesee.....	JNO. M. MILNE, A.M.
New Paltz.....	FRANK S. CAPEK, PH.D.
Oneonta.....	JAMES M. MILNE, PH.D.
Oswego.....	E. A. SHELDON, PH.D.
Plattsburgh.....	E. N. JONES,
Potsdam.....	THOS. B. STOWELL, PH.D

Persons graduating from teachers' training classes, hereafter organized, and bringing a second-grade certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subject matters complete for the Normal Courses: Arithmetic, Grammar, Descriptive, and Political Geography, American History and Civil Government.

Every one of our advertisers present books or goods of value. Note the wide variety. The successful teacher reads these pages with the desire of learning more about them, to see if some will not be of benefit to him; and therefore writes, mentioning this paper; this is due the publishers.



CROSBY'S VITALIZED PHOSPHITES.

From the nerve-feeding principle of the ox-brain and wheat germ. An essential Food to the Brain and Nerves.

Contains nothing injurious.—Formula on each label. For relief of mental and physical debility, fatigue, dyspepsia, sleeplessness and night sweats, it is invaluable. For thirty years used by thousands of brain-workers with such success as a *curative*, that many now take it before great mental effort, as a *preventive* of Nervous Exhaustion. This vital nutriment supplies elements to brain and nerves, the loss of which is often the only cause of disease. Indorsed by leading physicians. Descriptive pamphlet free. Druggists, or by mail (\$1) from 56 W. 25th St., N. Y. Be sure the label has this signature. Also Crosby's Cold and Catarrh Cure, Price 50 cents. Payable in postage stamps.

F. Crosby Co.

Unlike the Dutch Process

No Alkalies

—OR—

Other Chemicals

are used in the preparation of

W. BAKER & CO.'S

Breakfast Cocoa

which is absolutely pure and soluble.

It has more than three times the strength of Cocoa mixed with Starch, Arrowroot or Sugar, and is far more economical, costing less than one cent a cup. It is delicious, nourishing, and EASILY DIGESTED.

Sold by Grocers everywhere.

W. BAKER & CO., Dorchester, Mass.

JOSEPH GILLOTT'S STEEL PENS,

The Most Perfect Pens Made,

HAVE FOR FIFTY YEARS BEEN THE STANDARD,

His Celebrated Numbers,

303, 404, 604E.F., 351, 601E.F., 170,

and his other styles may be had of all dealers throughout the world.

GOLD MEDAL, PARIS EXPOSITIONS, 1878 and 1889.

JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.

Get Up Higher.

Study for a higher grade as a teacher. There are plenty of poorly prepared teachers. Make a great effort this season. Take an examination. SHAW'S NATIONAL QUESTION BOOK will help wonderfully. Questions are Graded. Best book in every way published. Price, \$1.75 postpaid. Worth \$5.00. Send for descriptive circular. Live agents wanted for summer work. Exclusive territory. Send for terms. Books shipped from Chicago if desired.

E. L. KELLOGG & CO., NEW YORK, CHICAGO.

Commencement Exercises.

A new 16-page descriptive catalogue of every Dialogue and Recitation Book, Drill and Singing Books, Cantatas, Flags, Drill Guns, etc., sent free to any teacher. We have the largest stock of these books. All inquiries carefully answered. Send us a trial order.

E. L. KELLOGG & CO.,
NEW YORK AND CHICAGO.

BEST BOOKS FOR TEACHERS.

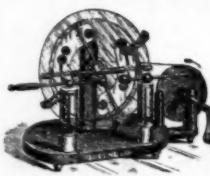
E. L. KELLOGG & CO., Educational Publs., 61 E. 9th St., NEW YORK.

QUEEN & CO.,

(INCORPORATED.)

PHILADELPHIA.

Philosophical, Electrical AND Chemical Apparatus,



Place Your Orders Now.

Send for Condensed Catalogue 219.

BEST FACILITIES FOR supplying teachers, all departments. First-class teachers wanted. N. Y. EDUCATIONAL BUREAU, 61 East Ninth St., N. Y.

A Tonic

For Brain-Workers, the Weak and Debilitated.

Horsford's Acid Phosphate

is without exception the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. J. C. Wilson, Philadelphia, Pa., says: "I have used it as a general tonic, and in particular in the debility and dyspepsia of overworked men, with satisfactory results."

Descriptive pamphlet free.

Rumford Chemical Works, Providence, R.I.

Beware of Substitutes and Imitations.

PREPARE FOR YOUR "Reception Day"

By sending \$1.40 for the 6 Nos. of our new series of fresh, original dialogues, recitations, declamation called RECEPTION DAY, 30c. a number; teachers' price, 27 cents each, postpaid.

WHAT EACH NUMBER CONTAINS:

No. 1.

- 22 Dialogues.
- 29 Recitations.
- 14 Declamations.
- 17 Primary Pieces.

No. 2.

- 29 Recitations.
- 12 Declamations.
- 17 Dialogues.
- 24 Primary Pieces.
- 8 Class Exercises.

No. 3.

- 18 Declamations.
- 21 Recitations.
- 22 Dialogues.
- 3 Class Exercises.

No. 4.

- 9 Class Exercises.
- 8 Dialogues.
- 21 Recitations.
- 23 Declamations.

No. 5.

- 6 Class Exercises.
- 24 Dialogues.
- 16 Declamations.
- 36 Recitations.

No. 6.

- 7 Class Exercises.
- 6 Dialogues.
- 6 Declamations.
- 42 Recitations.
- 15 Primary Pieces.
- 4 Songs

Not sold by booksellers, who will try to substitute others not so good. Send direct to the publishers in stamp or postal notes.

E. L. KELLOGG & CO., New York & Chicago.

"Long ago distanced all its competitors." *Medical Standard*, Chicago.

PACKER'S TAR SOAP

"For toilet purposes, and as a remedy in skin diseases, we commend it as the most satisfactory soap that we have ever used."

Med. and Surg. Reporter, Phila.

It Speedily Relieves Dandruff, Chafing, Prickly-Heat, Itching, Bites and Stings.

Its use for Bathing and Shampooing gives one a sense of exquisite cleanliness.

INVALUABLE TO TRAVELERS.

"It cleanses well, affords a fine lather, its employment is really delightful, and it has a wonderfully soothing and healing influence."

Journal of Health, New York.

WARDS OFF CONTAGION

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVI.

For the Week Ending June 10.

No. 23

Copyright, 1893, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on page 620.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



HE *Inter Ocean* says: "One may be profoundly imbued with the ideas of Comenius, Pestalozzi, Fröbel, and Herbart without being a good teacher. Success, cannot be attained in any profession by the servile following of any abstract theory. The best teaching, especially for our public schools, combines the natural and the mechanical in such a way as to develop at once the intellectual faculties of the children and at the same time fit them for the every-day requirements of bread winning."

This is a jumble. Any one may have a lot of book knowledge about these educators and not be a good teacher, but if he has their ideas and is "profoundly imbued" with them, he cannot but be a good teacher—that will make him a good teacher; and the more profoundly he is imbued the better he will teach.

What was intended to be said is, that a man may be loaded up with a lot of book knowledge and when tested by an examination seem to be well fitted as a teacher. But the examination is a delusion. When we are looking for a teacher the main question should be, "What does this person know about children?"

The four names mentioned are the names of men who gave their best thought to know children; one who seeks to know children should study what these have written.

There is another jumble over "Develop their intellectual faculties," etc. Here are two things, according to the writer, but the teacher sees but one. Herbert Spencer has pointed out that those studies that minister to the preservation of life are best calculated to develop faculty. The attempt of the New Education is to bring such studies into the school-room; the Old Education insists on mechanism.

A teacher of penmanship, in giving some of the results of his experience to a class at a convention, said: "I taught several years before I made the discovery that I must understand the Art of Teaching before I could make a success, even though I was what they call a 'fine writer.' I purchased some books and read and thought; I watched the children; I discovered that some learned quicker than others; I found the reason was that they understood me better than the others. So I adopted new plans, and the result is that I feel I am on solid ground. My advice to all is to study the Principles of Teaching if you would be successful in teaching children to write beautifully and quickly." It has been supposed that penmanship could be taught by any fine

writer, but how often such men fail; and how often men who are very poor writers themselves have great success in teaching penmanship. The poor penmanship that is so common with the children that come out of the schools is not because the teacher was a poor writer, but because the teacher did not understand the principles of teaching anything. This was asserted at the Business College Convention in Saratoga last summer, over and over, by Prof. Curtiss, who is a great power at the West and is himself a normal graduate and most successful teacher.

In penmanship, he insists, you see that the teacher does not know how to teach; in reading, composition, history, etc., you may conclude he does not from questions you ask the class. This shows that the study of the principles of teaching is invading the Business Colleges (which charge tuition) with force. They have been able to stand alongside of the free schools only by having superior teaching; they propose to show visitors at the World's fair, by actual example, how a school should be taught; they claim they have made discoveries in the Art of Teaching.

These things are spoken of to show that there is a decided progress in education, a study of principles where possibly it might not be expected.

There is incredible loss because there is lack of parental co-operation. That teacher who can invoke and obtain the aid of the parents in his work is sure to be successful; of course he may obtain the lower successes. A book that should point out how parental aid could be obtained would be one of the most helpful of any. If the father merely knows or surmises that John is learning to do "sums" and gives himself no further trouble to ascertain about the work done in the school, the teacher is left to fight single-handed. But it is in the nature of things that parents should be aiding their children's development.

Let the teacher contrive to have the parents know what is going on in the school. A teacher in Pennsylvania takes some time every week to know what the parents say. "My father thinks I have improved most in reading." The question is put before the school whether this is the point where that pupil has improved most. "My father says I am not getting along well." This too is discussed. Certainly this is an ingenious teacher.

The wonderful change that has taken place during the past month ought to make its mark on the pupil's mind. Why is it warmer? Why are the days longer? What flowers are out? What was the first to bloom in the fields? What are to be expected in June? The grass, what is it? The different kinds and their value? The birds; their names, their haunts, their ways? The insects, the fishes? There are one hundred more new things to claim attention during June than during May.

The Formal Steps of Instruction.

Some Special Rules and Examples.

(All page numbers refer to EDUCATIONAL FOUNDATIONS for April.)

By OSSIAN H. LANG.

Statement of the Aim.—The statement of the aim may be a *sentence*, or a *leading question* (one where no answer is expected, merely for the purpose to direct the thoughts of the class to the aim embodied in the question) or a *problem*. “To-day we will read the next lesson,” is a statement that has no educational value whatever. It does not fix the aim. There is nothing to excite the expectation of the class, nothing to direct the thoughts to the end to be reached, nothing to give a strong impulse to the exercise of the will. The aim must contain something known and something new. For (1) the teaching proper is to link itself to the aim, to proceed from it; (2) “a happy mixture of old and new is the most interesting.”* (See page 467, “Methods of Awakening Normal Interest.”) If one lesson (recitation) is not sufficient to reach the stated aim, it is recalled in the next and a special aim given for the remainder of the work. Thus, if you have said at the beginning of one lesson, “we shall speak to-day of a very large bird, called the ostrich,” and do not complete your description, begin the next lesson in this way, for instance: “Yesterday, we learned many things about the ostrich, but we did not speak of its habits (uses, or whatever else may have to be discussed yet). We shall speak of the habits of the ostrich now.”

EXAMPLES.

PRIMARY CLASS.—Subject: *The Bed*.

Where do the little birds sleep? What do you call the nest in which you sleep? Yes, that is the bed. Let us see what we know about the beds. (Or, to-day we will talk about the bed.)

GRAMMAR CLASS.—Subject: *Nathan Hale, the Martyr-Spy*.

In Washington's army were many patriots who were willing to sacrifice their liberty and life, if it must be, for the success in the battle for America's independence. One of the noblest of them was *Nathan Hale*. We shall hear of him to-day. (Or: Who was he, and what did he do? Or: He gave his life to save the country. He failed, as we shall see. But his patriotic deed will never be forgotten. We will speak of Nathan Hale to-day.)

First Step.—Preparation.—In the first step the mind of the pupil is to be prepared for the reception of the new. It must be comprehensive enough to call out all those older ideas that are needed to interpret the new impressions. Care must be taken not to introduce the new till all is in readiness for its apprehension, lest the pupil be confused and cannot discern the particular characteristics of the new object as clearly and precisely as he should do. Of course, the pupil may divine a great many things and begin to calculate what the new will be. And why should he not? If he finds afterwards that the new agrees with his preconceived notions, he is all the more pleased with his anticipation. On the other hand, if he finds the new different from what he thought it would be, he will compare the real with the work of his imagination and will grasp the new all the more clearly. For agreement and contrast are both favorable conditions for the clear apprehension of the new. This voluntary mental work stimulates the interest. There is still something else that should be provided for in the first step: Peculiar expressions in a poem, geographical points in history, in short everything that may be necessary for the clear apprehension of the new, should be explained beforehand, so as not to interrupt the concentration upon that which is of greatest importance. If you want to appreciate Julia Marlow's interpretation of *Rosalind*, you should read Shakespeare's “As you like it,” before you go so as not to be diverted by attention to the plot, the words, etc., and to be able to concentrate all your thoughts on the object which you intend to study. So in instruction, all objects that may obstruct the apprehension of a particular subject should be removed before it is presented.

PRIMARY CLASS.—When do you go to bed? When do you get up? Where is your bed? Why do we call that place bed-room? There are several beds in that room. How many big ones? How many small ones? Who sleeps in the smallest bed? When are the babies put to bed? Who has to stay in bed all day? What do we call a place where a great many sick people are brought? Who has seen a hospital? Tell us how it looks in a hospital. There is a large hall with many, many beds.

*Herbart.

GRAMMAR CLASS.—Where did we leave Washington's army in our last lesson? Review briefly the calamities that followed the unfortunate battle of Long Island. The British army had taken possession of New York and Brooklyn. Washington wanted information regarding the strength, position, and probable movements of the enemy. What do we call a man who enters the enemy's stronghold to procure information of this sort? A spy is considered an outlaw; what does that mean? What would be the fate of a spy if he should be captured? To be captured would mean not only death, but a felon's death. (Explain the meaning.) Who would volunteer to go on such a dangerous mission? (No answer required.)

Second Step.—Presentation.—If the preparation has been rightly conducted, the recalled older ideas are ready and eager to seize upon the new. The form of presenting the new varies according to the age of the pupil and the nature of the subject matter (See page 472).* The new to be offered must be divided into a number of smaller portions, each embodying a particular point of importance. These are treated successively. *One difficulty at a time*. After the first portion has been presented, it should be reproduced by one of the class in clear and coherent language. It is best to begin with one of the brighter pupils; for (1) he will be more likely to give a correct and complete account, and (2) his impulse to express the new thoughts in language is naturally stronger than that of the dull ones, and this natural need should be recognized by providing exercise. At first, the reproduction may not be as perfect as it should be (the fact is that it is generally more or less faulty and incomplete). Here the teacher must aid the pupil by correcting mistakes and supplying whatever may have been omitted. A few questions will often suffice to put him on the right track. Then the same pupil should be asked to reproduce the portion fully and correctly. If he succeeds, other pupils, particularly the weaker ones, should be called upon to repeat it. Of course, it is not necessary, nor always desirable, that this should be a verbal repetition. A parrot might be taught to repeat words and sentences after this fashion. What is aimed at here, is that the teacher makes sure that the new has been fully and correctly understood, and is firmly fixed in the mind of every pupil. And that requires *drill*,—not verbal, but *intellectual* drill. The second and following portions are treated after the same manner as the first one, each separately, at first, then in connection with the preceding one. Finally, the class is asked to give a complete, correct and coherent account of the whole subject.

But the second step does not always end here. If the subject involves ethical relations of any kind, it is necessary that the pupil, after having appropriated the facts, should be directed to express his *individual judgment* concerning them. This enables the teacher to guard against the formation of incorrect opinions.

PRIMARY CLASS.—Show to the class a picture or model of a bed. A doll's bed will do and adds to the interest of the lesson.

(1) *The Bedstead*. Parts: four legs, head-board, foot-board, two side boards, slats. What are these parts made of? Their color? How fastened together? What part is the highest? Which the longest? Name these parts (pointing): head-board, foot-board, side-boards (right and left), legs (upper and lower). These parts together form the frame of the bed. Why frame? Could you sleep in a bed of which there was nothing but the frame? There must be slats. But wouldn't it be hard if we should have to sleep on the slats! There must be many other things to make a cozy bed. Here are some of them. Name them as I point to them.

(2) *Parts of the Bed*.—The mattress, springs, pillow, blankets, quilts. What is in this mattress? Mattresses are stuffed with straw, corn husks, or horse hair. What is this (showing springs)? Press them down. Now let go. Explain what happens. They always stand up again. Here I have a tiny piece of rubber (elastic). Put it over your hand. See how much larger it is now than before. Now take it off again. What do you notice? It is just as long again as before. Anything that we can bend or stretch and when we let go, returns to the same shape that it had at first, we call elastic. Name something that is elastic. How are these springs? Now, I will place these springs on the slats. What must I put on the springs? Briefly review mattress. What is this (showing pillow)? What makes the pillow so soft? Is the pillow elastic? Here, try to find out. A little, you say. Why? How can you take out this little bend? With the hand, yes. By shaking it and then stroking it with the hand. Good. What is the pillow? A bag filled with feathers. What is the bag called? Tick. Now look at this (showing a blanket). What is it? What is it made of?* Color? Quilts made of colored cloth, filled with cotton. Crazy quilts made of patches. Now let us place these things on the mattress. Haven't we forgotten something?

(3) *The Bed Clothes*.—The bed has clothes just like you and me. Color? This (showing the sheet), is the cover for the mattress. What would you call? This (showing pillow-case) is the coat for the pillow. Its name? You may put the pillow into it. Here is another sheet. Where does that belong? Now, we'll make the bed. On the mattress. On the sheet. The pillow. Where? Now? Second sheet. Next? Blankets.** Now the

* If you like, you may tell the class that this is called blanket because the name of the man who first made them was Thomas Blanket (Bristol, England).

** This may be continued to include pillow-shams, and bed-covers.

bed is made. We will put this little doll to bed. Where would you put her? Between the sheets? The head too? Where?

What is the use of the bedstead? Why the slats? The springs? The mattress? The sheets? The pillow? The pillow-case? The blanket? The quilt?

GRAMMAR CLASS.—I. There was one brave man who willingly offered his services. This man was Nathan Hale. He was a graduate of Yale college, and had for some time been a school teacher. He had entered the colonial service in 1775, and was now a captain in Washington's army, although not yet twenty-two years of age. His friends warned him of the danger of entering the enemy's lines in disguise. He replied: I wish to be useful, and every kind of service necessary to the public good becomes honorable by being necessary. (He was willing to die that his country might live).—Review. Who was Nathan Hale? What did he volunteer to do? What warning was given him? What was his reply?

2. Continue the story to the point: Howe ordered him to be hanged the next morning. (Sunday, Sept. 22.)

3. The concluding portion: Hale in prison. Last words, "I only regret that I have but one life to lose for my country." Execution.

4. Review the story from beginning to end.

5. Ask the class questions like the following, always insisting upon reasons for their answers: Do you believe it to be an honorable service to act as spy? What do you admire most in Nathan Hale? What do you think of Howe's decision?

Note: These questions must not be continued too long. In giving an account of any historical event, never give your individual opinions (often they are prejudicial), lest there be nothing left for the pupils' exercise of judgment.

Third Step.—Comparison.—With the second step ends the first great act of learning. The pupil has now appropriated the new. But his notions are bound up with particular things or facts and are consequently simple, concrete, *particular*. Following the maxim, *from the particular to the general* (from the concrete to the abstract), we now begin the process of *abstraction* or the building up of *concepts*. In order to do this, the things or facts, or the notions of them, must be *compared* with each other and with other objects and *arranged* and *connected* (joined together) according to their resemblances and identities in certain definite qualities. As this is the purpose of the third step, we may call it a process of *comparison*, or a *classification*, *connection*, or *association of ideas*. The joining together of previously disconnected facts in clear and appropriate general notions or concepts, is of great importance in teaching. (See page 473).* It should receive particular attention and not be left to the accidental course of circumstances, as is at present very generally done in the schools. After a child has viewed one island, for instance, he has gained a particular notion of it, but he may not be able to recognize another island as such. A boy after seeing three small islands covered with grass, had not yet formed a clear and complete concept. When shown a sandy island devoid of all verdure, he was at a loss what to call the object, and on being told that this was also an island, was greatly surprised and asked: "Yes, but where is the grass?" This might be called an example of *narrow conception*. Here is one of a wider range: A little boy after being taught the idea "horse" called an elephant "a horse with a big, big nose." The third step which is to aid the pupil to form clear and appropriate concepts, should be carefully planned, neither drawing its limits too narrow, nor extending them so as to comprise all that might possibly be connected together. It should confine itself to the most valuable association of ideas and make this as perfect as possible to be appropriate to the purpose in hand.

PRIMARY CLASS.—Compare: large bed (parents, teacher, etc.—grown people), crib (bed with a fence, so that the little children do not roll out), cot (small bed, no springs and no mattress), cradle (baby's bed). Lounge and bed. When grandfather came on a visit, mother made my bed on the lounge. Baby's bed in a basket. On the floor.

In these comparisons the children are to discover what the *essential parts* of a bed are. Bedstead, springs, and mattress are parts, but not necessary to make a bed.

Compare the material and making of the different parts of the bed. Of what is the bedstead made? The mattress? The bed clothes? Who made the bedstead? The quilt? etc. Where did the corn husks come from? the feathers?

When do you go to bed? When do you get up? Who is in bed a great part of the day? Baby. Who has to stay in bed all day long? Who has not bed at all?

GRAMMAR CLASS.—I. Compare: (a) Hale leaves the school-room and joins the Continental army; (b) volunteers to enter the enemy's lines to obtain valuable information; (c) when brought before Howe he frankly confesses his rank in the patriot army, also the object of his visit to the British lines.

This comparison if rightly conducted brings out the fact that Hale was at all times true to his convictions. He did what he believed to be right and honorable, not fearing the consequences.

2. Compare Hale, Paul Revere, and the Minute Men.—Patriotism.*

3. Howe and Israel Putnam.—Just decision.

*Hale's patriotism might also be compared with that of the Tory who betrayed him. This will make the meaning of patriotism clearer.

NOTE: When Putnam was asked to release a Tory lieutenant who was in the American camp, he replied:

"Edmund Palmer, an officer in the enemy's service, was taken as a spy lurking within our lines; he has been tried as a spy, condemned as a spy, and shall be executed as a spy, and the flag is ordered to depart immediately."

ISRAEL PUTNAM.

P. S. He was accordingly executed.**

Fourth Step.—Summing up.—The process of abstraction is completed in this step. The conceptional material (the qualities common to all individuals of a certain group) which is as yet bound up with the concrete (p. 473) is now sharply separated from the particularities of each individual and appropriated by the mind as general notion, rule, or law. The inferring of a whole class what we know only of a part, is called *generalization*. We generalize when we regard certain of the properties of an object as shared by many others, or all of the same class. Thus, if we find by comparison of a number of proper nouns, that each of them is an individual name and begins with a capital letter, we generalize, as follows: (1) A proper noun is an individual noun. (2) Every proper noun should begin with a capital letter.

The fourth step is merely a summing up of the general results obtained in the third by means of questions and answers. All references to the particular things must be avoided by the teacher, as they only tend to obscure the general notions. The principal results are embodied in a few general statements. These are written on the blackboard (if the children have not yet learned to read, they are to be given orally) and repeated by the class, orally and in writing. In order to vary the exercise, and, at the same time, to make sure that the statements have been rightly and fully understood, the pupils should be asked to illustrate each one by an example.

PRIMARY CLASS.—I. The bed is warm and cozy. 2. People go to bed in the evening, when they are tired. 3. We get up early in the morning. 4. Lazy people sleep long. 5. Sick people have to stay in bed all day.

GRAMMAR CLASS.—I. Moral courage defies all danger: the man who possesses it is ready to sacrifice his life in the service of truth and duty (Third Step, 1.).—2. A patriot is an unselfish man who loves his country, and does for it what he thinks right and good. (Third Step, 2.)—3. A spy is justly condemned as an outlaw (felon) by the enemy (Third Step, 3).

(When the third statement had been written on the blackboard, a girl begged to cross it out. A lively and interesting discussion followed. The class at last decided unanimously to let the sentence stand as it was.)

The above statements are given just as they were obtained in the class-room. Each one represents a sort of class composition. The first statement, for instance, was obtained in the following manner:

Teacher (in answer to a question): It is an example of moral courage.

Several answers were given, among them: "Moral courage defies all danger." This was written on the blackboard.

Teacher: Do you consider this a satisfactory definition for moral courage? From several answers we selected: "A man who possesses moral courage serves the truth." One pupil suggested that the following be added: "and does his duty, even if he should lose his life on that account." The statement as it now appeared, was:

"Moral courage defies all danger: A man who possesses it, serves the truth and does his duty, even if he should lose his life on that account."

Aided by a few directing questions, a pupil wrote the statement on the board:

"Moral courage defies all danger: the man who possesses it, is ready to sacrifice his life in the service of truth and duty."

The statement printed in *italics* is satisfactory and fully answers the purpose; but as the latter wording represents the final result of the class composition, it is here given preference.

Fifth Step.—Application.—In the fifth step the pupil is taught the practical application of the newly acquired knowledge. A great many exercises may be given for this purpose. Examples are required to illustrate the general notion, rule, etc. "This," Herbart writes, "is really the proof that the general notion has been rightly formed and not merely mechanically learned." On the other hand rules are to be constructed that determine the truth, correctness, etc., of given statements. Incidents from history and life are offered for the exercise of the pupils' judgment; was this right or wrong? why? how would you act if you found yourself in the same condition? etc. The laws of mathematics and physics are applied to solve practical questions and problems. In geography maps are drawn from memory, compositions written on the natural resources of countries, etc.

PRIMARY CLASS.—(a) Tell how your mother makes the bed. (Why the mattress is turned, the feather-bed shaken, etc.)

(b) What people have helped to make the bed. (The bedstead—cabinet-maker; the mattress? the bed-clothes?)

(c) What would you do if a little child, who had no father, no mother, no home, should beg to stay in your house over night?

(d) What would you do if your friend was very sick and could not leave the bed?

(e) When should little children go to bed? When should they get up? (When mother calls them.)

(Reciting, singing, plays, and manual work that will add to the interest of the subject, may follow here (school-room or play-ground).

Reciting :

"Robin and Richard were two lazy men,
They lay in bed till the clock struck ten;
Then up starts Robin, and looks at the sky;
O, ho, brother Richard, the sun's very high!

Singing :

Rock-a-bye baby, on the tree-top,
When the wind blows, the cradle will rock;
When the bough breaks, the cradle will fall;
Down will come baby, cradle and all!

Out-of-door game ,

"Lazy Mary, will you get up?"

Manual work :

Drawing: Head of bed, foot of bed, sides of bed, slat rest, slats, the who e bed (side view).

Paper-braiding or stick-laying, checkered quilt.

GRAMMAR CLASS.—(a) What was, in your opinion, the effect of the news of Hale's noble deed and death on the Continental army? On the British and the Tories?

(b) Whom do you consider a true patriot?

(c) Write a composition on "True Patriotism."

This should be fully discussed before the class is asked to write about it. Nathan Hale should be chosen as the central example. A great many heroes of the Revolution may be mentioned to provide material for reflection. The speech of G. W. Curtis on "Patriotism" (Swinton's Fifth Reader) or some other good selection might be read.

The Selection of Teachers.

Are school boards competent to pass upon the fitness of teachers? This is the subject that the state associations have got to grapple with; they may evade it, but it will not down. Away back in 1845 the state of New York took this power away from them as far as it could at that time, by authorizing the faculty of the state normal school as a body of experts to give certificates of fitness; it has continued to act on that line ever since creating the normal schools. This is the correct policy; a board of trustees have then the duty of selecting from those whom a board of experts have pronounced competent. Any city like Buffalo, or where the superintendent pronounces on qualifications and also appoints to a place, is inflicting a wrong on the children.

Does a board of trustees of a children's hospital question a young man as to his knowledge of scarlet fever and then give him an appointment? Not at all. They demand that he be possessed of professional knowledge tested by those competent to say.

In San Francisco, they used to "take turns." John Swett has fought successfully against it. His plan is to select, say, 18 from the graduates of the city normal school; then he and five professors of the state university examine these and select from them. This is an improvement, but it has a great defect. Why graduates of the city normal school? Do they allow none to practice medicine in the hospitals, preach in the churches, or expound law in the courts, except graduates of San Francisco medical, theological, or law schools? Not at all; they come east for suchmen—or used to. But there must be some "patronage" in the matter of education. The city of New York spends five million dollars for schools and there are many people here who are studying how to put their hands on that pile of gold; they want to make it yield something to them. Every year there is an attempt made to have no one teach who lives in Brooklyn or Jersey City! This is to create vacancies and enable some one out to get in.

For many years this will go on; but the time will come when it must stop. The good sense of American people will at last say, "We have had enough of this foolishness." The only plan is to have a body of experts; for example, the state superintendent might name three, the state association two, the board of regents two,—all to be men of pedagogical attainments. This board might travel about the state and examine those who wanted licenses to teach. The possession of sufficient knowledge might be tested by other means, as above suggested, this board to find out whether the person could TEACH.

They could have testing, or experimental, schools in a dozen towns; an applicant showing he possessed sufficient knowledge could be examined by letter as to his theoretical knowledge of education (the History, Principles, Methods, and Civics of Education); then if these were satisfactory he could be assigned to a testing, or experimental, school in his vicinity. His work here would show whether he could teach productively. All

this is done now by the normal schools; it is only proposed that the same system be extended to those who want to rank as professional teachers.

School Management. III.

Supplementary Exercises.

HOW TO MAKE THEM SUCCESSFUL.

By the Author of "Preston Papers."

Success in presenting a program to a mixed audience depends largely upon the following essentials:

Adaptability, responsibility, variability, compressibility, naïvete, and activity.

1. *Adaptability* must have reference to the circumstances of (a) time, (b) place, (c) person, and (d) environment.

(a) A Christmas cantata will fall flat if presented in June—no matter how creditably. The audience is not *en rapport*.

(b) Some things that are eminently appropriate in some places and sections would be considered an outrage in others. "In Rome," etc. A due regard to the prevailing sentiments of your patrons is only common courtesy. If their "creed" places everlasting torment on those who dance—don't insist upon making your program of drills, marches, and other offensive features—no matter how innocent.

(c) Look out for breakers in appointing the "parts." The writer has been distressed to see a callow youth brought out with the majestic "I am for war" and deliver it as tho' not fully graduated from the nursery. Give the leading parts to those who are best fitted for them by nature and experience. Suit each as far as possible, and aim to develop latent talent.

(d) Don't attempt to "stage" an opera house drama on seven by nine boards. If your platform is small, low, and barren of adjuncts, select accordingly. *Use your judgment.* (N. B.—John B. Gough once said that if one had no judgment there was no law in the statute book to compel its use!)

2. *Responsibility* must be divided among every member of the school or grade. If it is left entirely to the teacher either she or the program will collapse. Perhaps both. Co-operation will prevent this—and "outside" help may be largely brought into requisition—not to "perform" but for general or special help. Then it becomes "our" school and "our" entertainment—not "mine" nor "yours."

3. *Variability* is important. A dinner of salads only would soon cloy—and a program for a "mixed" audience must have grave, gay, pathetic, and sublime elements to touch all—but let humor predominate, as a rule; for people go out more for the purpose of being pleased and entertained than for instruction; and *nobody laughs enough*. Be careful though, in selecting so-called "humorous" pieces. Many of them are coarse; most of those that are not are witless. *Get the best.*

4. *Compressibility* is another very important element. A dinner even of great variety and delicacy may be long enough to produce satiety. Cut off your program before it reaches that point. Let the audience go home saying it was too short, rather than too long. Remember the elder Weller's advice to Sam, when the latter was inditing a "valentine" to his sweetheart.

5. *Naïvete* should be cultivated. Most children are "tutored" (and tortured) into mere automata, both in voice and manner, when preparing for a "public." Simplicity of dress, voice, and manner, accompanied by distinct enunciation and sufficient "volume" to make every word audible without seeming strident, will charm. The contrary will repel.

6. *Activity* is no mean factor of success here as everywhere. It isn't "luck" it's *labor*, every time. It isn't *genius*; it is *drill, drill, DRILL*, even on the mechanical execution, that insures success—and it pays. "Well done is twice done," applies nowhere with more force than here. Try it—and then tell us of your success.

The School Room.

JUNE 10.—EARTH AND SELF.
JUNE 17.—NUMBERS, PEOPLE, AND THINGS.
JUNE 24.—LANGUAGE AND DOING.
JULY 1.—PRIMARY NUMBER, ETHICS.

Natural Wonders.

Have we any natural bridges in this country?
What famous caves have we here?
Are there glaciers in the United States?
What famous falls of water in America?
Where are our geysers and hot springs?
In what states do oil and natural gas wells exist?
Are there any natural wonders in your locality or state?

WEBB DONNELL.

School-Made Apparatus.

By FRANK O. PAYNE.

How shall we use one class to promote the work of another?
Few schools are fully supplied with everything they need in the line of apparatus. Most schools have their maps, charts, dictionary and numeral frame. Some possess a small amount of physical and chemical apparatus and Frebel's gifts. But the number of schools is comparatively small, that are supplied with plaster casts for model and object drawing.

A good way to secure simple casts is to make them. When your chemistry class is studying Plaster of Paris, let each member of the class make a cast of some simple form and thus get some practical experience in the use of this valuable chemical.

When the casts are made, save them for use in drawing and thus the old saw "killing two birds with one stone" is exemplified.

For the benefit of those teachers who have never made casts, I will venture to give a few hints that may be of service.

The process consists of two steps. First the mould, second the cast. I would suggest that the beginner take simple forms such as the lemon, apple, orange, turnip, pear, parsnip, banana, etc., etc.



I. HOW TO MAKE A MOULD.

Let us first consider relief forms. Take an object, say a lemon, and carefully slice it in two. Lay one-half down on the bottom of a chalk or cigar box. Dust it over gently with lycopodium powder and blow off any superfluous dust. This is to prevent the plaster adhering to the fruit.

Take an old basin and put into it one pound of plaster of paris. Add water and stir with a stout stick or iron spoon, being careful to prevent the formation of lumps. When the plaster is perfectly smooth and about the consistency of cream, pour it quickly over the fruit and jar slightly so that the plaster will run into all crevices. Let the box remain quiet until the next day, then remove the sides and bottom of the chalk box.

With a pen-knife remove any plaster that may have run under the half lemon. The lemon may then be easily removed from the mould and an exact reproduction of the shape, and texture of the lemon will be left in the plaster. (Fig. I.) The use of the lycopodium powder is not absolutely essential, for the wax or oil in the rinds of most fruits prevents adhesion.

II. HOW TO MAKE A CAST.

Remove all dust from the mould and let it become perfectly dry. This is best effected by placing it in an oven when the fire is low and keeping it there over night. When it is thoroughly dry, if you do not care to preserve the mould for duplicate casts, give it several coats of linseed oil until it will absorb no more. This prevents adhesion and renders the mould softer and more easily cut from the cast. But if you desire to make more than one cast from your mould, it is better not to oil it, but rather to dust it over with lycopodium powder as before. Build a wall of clay around the mould or place it in another chalk box and prepare the plaster as before. Pour rapidly and jerk the mould or shake it to be sure that the plaster reaches every part. Then place in a horizontal position until the plaster sets. This usually takes ten minutes. The cast and mould may now be separated by a broad knife-blade, but it is better to wait twenty-four hours before the separation. Care should be taken that enough plaster is used to make the plaque on which the fruit rests at least $\frac{1}{4}$ inch thick. When done the cast from No. I. is No. II. In the same manner the apple No. III., the parsnip No. IV. and the orange No. V. were made.

III. TO MAKE AN ALL-ROUND CAST.

Select a chalk box and lay the fruit in it, being careful to mark points on the outside of the box opposite the ends of the object whose cast is to be made. Prepare plaster as before and pour on as before.

When it has set, remove the bottom of the box and pour plaster on the other side of the object. The object will thus be imbedded in the mass of plaster. When it has set, take a saw and saw the plaster through the points you have marked on the outside of the box. This will divide the mould into two parts from each of which the fruit may be removed.

Make a hole in the mould and having dried as before and dusted with powder, prepare your plaster and place the two halves of the mould together. Pour some plaster into the hole you have drilled and shake so that the plaster reaches all parts of the hollow, then more and more until the mould is filled. The parts of the mould may be separated very easily and the cast will come out perfect as in Fig. VI.

The casts may be made hollow by using less plaster, but they are frail when so made.

Oak leaves, cucumbers, and nuts, and cylinders, prisms, and other geometrical forms may also be made.

To save time it is well to have your pupils work in twos.

Minerals. X.

By MINER H. PADDOCK, Jersey City High School.

FLUORITE; its degree of hardness, cleavage, crystals, phosphorescence; etching on glass.

An interesting mineral is fluorite, not so widely distributed as calcite, quartz, gypsum, but easily learned when studied, and not expensive to obtain.

Its base is calcium, its acidic element fluorine. Chemically, therefore, it is a salt. Calcium we have already recognized in several minerals; fluorine is new to us.

The mineral occurs in glassy, crystalline masses in veins and fissures of the rocks, sometimes colorless, but often of beautiful green, purple, sky-blue, red, and yellow colors.

Its notable features are its perfect octahedral cleavage, its decrepitation and wonderful phosphorescence in the heated test tube, and its power of etching glass when affected by sulphuric acid.

It has been selected by mineralogists to represent the fourth degree of hardness in the scale. You observe you cannot scratch it with a pin, but can easily with a knife. It will scratch calcite, but is not scratched by calcite. With the knife or file point, by touch, you soon learn the degree of hardness of fluorite.

When we brought this mineral before our class we naturally first noticed its cleavage, which is related to its form. We observed smooth faces in various directions upon the large fragment, and the angles which these made with one another. By our experience we determined where cleavage planes might lie and placing the mass upon the edge of a block of iron we struck it deftly with the straight edge of a hammer and broke it into smaller fragments. These we distributed to our pupils in preparation for the lesson of to-day.

A fairly large piece of good color, to enter the $1\frac{1}{2}$ -inch compartments of our mineral box, and with cleavage fairly shown, costs our pupil three cents. Others not quite so attractive but very good, one and two cents. While a good sized and colored piece of proper dimension, showing well all the cleavage, ob-

tained only with care, we rate at five cents (eagerly claimed by the pupils), though a regular dealer would undoubtedly place 15 or 20 cents upon the piece, on account of its unusual occurrence.

Minerals may be studied from specimens handed to them temporarily by the teacher, but the results are so much more satisfactory when pupils own their specimens that the writer follows the latter method. Minerals should be kept as school supplies like pencils, pads, books, and furnished to pupils. They are leaves from the book of nature.

The world is full of material; it is an excellent and valuable nature-study; it trains the mind and furnishes important information; and were nature thus generally brought into school-rooms for inspection, the immense demand for material would lead to an abundance of supply that would make all cost but trifling to the individual pupil.

As compared with the animal and vegetable worlds, the study of minerals has its advantages, and, as a science, closely connected with national and individual wealth in ores, building material, manufactured products, ornamental and precious stones, is well worthy of attention.

But to our class. The *hardness* we soon determine. Let us examine more closely the effect of its molecular arrangement; that is to say, its *cleavage*.

The mineral parts so readily it is not easy to get just the form we want, but here is one that happens to be pyramidal in shape. It lies on one side which is the base, and the three other sides come to a point. It now has four faces.

I perceive I can knock off the apex, creating thus a smaller smooth upper base parallel to the lower one. Now the mineral has five sides. By further inspection and trial I see I can also knock off each of the three lower or basal corners, leaving a smooth cleavage face in place of each one.

We thus have a piece with eight faces or *hedra*. We can produce no different ones so we call the cleavage *octahedral*. The mineral will break in any of these directions repeatedly; hence we know them to be true cleavage planes.

Do we find any other than smooth faces? "Mine has a side that does not look like cleavage." "Mine is broken right across a face." Yes, some of them have these *splintery fractures*.

In *tenacity* it is what? "Brittle." Decidedly, and *color*? "Light green." "Purple." "Colorless." You have three kinds. Have you tried the *streak*? "Yes, sir, it is white." You draw your mineral firmly on your piece of unglazed porcelain and you leave a streak of white powder. How else may you show this? "By powdering with a hammer."

Bertha, what about its *luster*? "It is vitreous." "It looks like glass." "Shining." "Glimmering." And its *diaphaneity*? "It is transparent." "Translucent." "The touch is smooth." Form of crystal? "Cubical." You have some crystals and they are cubical in shape. Are any of these fragments crystals? "No, sir, they are pieces of a large mass." Would this cubical crystal break into small cubes? "It would have octahedral cleavage." As a matter of fact the fragments we have are from a very large crystal weighing several hundred pounds.

"It has no magnetic or electric properties." Some of you have found its *specific gravity* by experiment. "Yes, sir; 3½ times as heavy as water." Would you call that a heavy mineral? "Medium." How does it compare with calcite? "Heavier, a little."

Elise, what about the *acid test*? "The acid had no effect." What acid did you use? "Hydrochloric." "That is the only acid you have at home. What other acids do we sometimes employ?" "Sulphuric." "Nitric." Harry and Lewis may test with these and tell us the result.

I gave you some bits to take home yesterday and asked you to note carefully the effect of heating the mineral in a closed tube. Who has performed the experiment? I see all hands are raised. Did any water come off? "No, sir." Then it is not—"not a hydrate." "It snapped all about." "It snapped out of the test-tube, I thought the tube broke." We have learned to call such action with heat—"decrepitation." "I thought mine changed color."

But there is one thing evidently you did not notice of which I am waiting to hear you speak. It is not surprising you did not see it.

I take a small piece of fluorite, I break it into smaller bits but not to powder, and place them at the bottom of this test-tube. Now you may prepare to close the blinds and darken the room. I warm the fluorite a moment over this gas flame (you can do the same over your lamp chimney); you hear some decrepitation, but evidently the mineral is not at all heated to incandescence.

You may now close the blinds and see—"Ah, how beautiful!" "What lovely colors!"

Yes, it was heated but little, not enough to give out light ordinarily, but when we shut out the light of day, from every side and line and corner of the bits we see streaming out these beautiful green and blue, and purple hues.

Here is one piece that gleams in lovely purple glow resting on others that shed a fascinating violet radiance, while others equally luminous emit a blue or green effulgence. They light the room

somewhat though invisible in the light of day. Whence come these enchanting colors? We have never before seen such pure hues. We may more properly ask, whence comes the light?

We can only satisfy ourselves by saying the mineral has the power of converting heat radiations to light. It receives the long slow vibrations of the heat rays, and converts them, as it emits them again into the short quick vibrations of the violet or blue light, and the hues are wonderfully pure, being for each piece all of one kind or rate.

Because phosphorus has the property of emitting light in the dark at low degree of heat, we call this property phosphorescence. You may try the experiment at home. You will find if you heat the mineral too hot you impair the experiment.

Now, Harry, what is the result with your sulphuric acid? "It seemed to act upon the mineral, especially when I warmed it." Pour out the contents, rinse the test-tube, dry it, what do you notice? "The tube is no longer transparent."

It has been eaten on the inner surface. The sulphuric acid has set free from the mineral something that has eaten the glass. In your study of chemistry you will learn more about that—how sulphuric acid drives out hydrofluoric acid which unites with an element (silicon) of the glass.

Here is a plate of glass that was etched by a former pupil. I will describe the process and some of you can do the same. You see this little leaden tray, a half an inch deep and three inches square. Lead is not eaten like glass. I powder fluorite, place it in the tray, pour on it the sulphuric acid.

But previously I have prepared this plate of glass about four inches square, I cover the glass on both sides with a thin coat of wax by warming it, then with the point of a needle draw my design in the wax cutting through to the glass.

I lay this with the design down over the tray with its contents and heat the tray very gently so as not to melt the lead. The acid acts on the fluorite, the hydro-fluoride (HF) is driven off; it attacks the glass through the scratches in the wax and eats into it; we then remove the wax by washing and find our design permanently etched in the glass.

Some of you who feel interested may use the apparatus at your leisure to etch your class design if you choose upon a glass plate, to be preserved in the laboratory with others.

I observed some of your experimenting during study hour with the blowpipe. What did you learn? "It decrepitated, fused not very easily and colored the flame red." You may have learned what the red indicates? "The red color of the flame indicates calcium." You may repeat the experiment as we progress and the class will observe.

We have now finished our work of original research with our mineral. Let us see what more you have learned from books and other sources. What is its classification? "It is a basic binary compound, being the fluorite of a metal."

Composition? "Calcium fluoride." Where did you learn that? "From a chemistry." "From a mineralogy." "From the dictionary." "From the encyclopedia."

Its formula? CaF_3 .

Its varieties, (a) crystallized; (b) granular; (c) earthy. The highly colored ones are sometimes called false topaz, false ruby, etc.

Characteristic Tests.—If you were handed a mineral, what would be the first thing that would lead you to suspect it might be fluorite? "Color," "luster," "hardness," "cleavage," "form of crystals." But what would be the decisive tests? "Hardness," "cleavage," "phosphorescence," "the etching of glass," especially the last with hardness. Not all fluorite phosphoresces. Its softness distinguishes it from gems.

Uses.—Worked into vases and other ornaments, source of hydrofluoric acid, used to etch glass, stones for seals, and other hard gems containing silicon. Used as a flux for copper ore. It unites with the impurities causing them to flow away, hence the name *fluor*; used as No. 4 in our scale of hardness. This that we have comes from St. Lawrence Co., N. Y., and from Derbyshire, England.

A Month in Europe.

Three sheets of manilla paper, each 3 feet wide and 3 feet long, were procured; on them the following questions were asked. They served as guides to the pupils, they looked in their geographies, in the gazetteer, and in the "geographical library," which consists of fifteen books, "Zig Zag Journeys," etc.

An entire month was spent in this work of looking up the answers and making notes; the lessons during this month were on South America, which had been treated in the same way. When the class met, one question would be proposed and answered; then another. Talks followed.

Position—Size—Shape—Surface—Greatest elevations. Alps, Pyrenees, Cantabrian, Caucasus, Elbooz, Ural, Water Shed. Largest five rivers, largest lake.

The Climate—rainfall, the vegetation, crops (seven), fruits, minerals (eight). Population, races, government.

Russia—government, products, climate, occupations, exports, imports, minerals, population, St. Petersburg, Moscow, Warsaw, Odessa, Riga, Astrakhan, Nijni-Novgorod.

Scandinavian Peninsula—climate, crops, fisheries, minerals, exports, imports, government, Stockholm, Christiania, Bergen.

British Isles—climate, crops, minerals, commerce and manufactures, imports, exports, London, Liverpool, Birmingham, Manchester, Leeds, Glasgow, Edinburgh.

Belgium—occupations, minerals, manufactures, Brussels, Antwerp, Ghent, Liege.

Netherlands—occupations, exports, Amsterdam, Rotterdam, The Hague.

France—rivers, climate, other crops, grapes, minerals, occupations, imports, exports, Paris, Lyons, Marseilles, Bordeaux, Nantes, Havre.

Spain—crops, minerals, occupations imports, exports, Madrid, Barcelona, Valencia, Seville.

Portugal—occupations, imports, exports, Lisbon, Oporto.

Denmark—climate, pursuits, exports, imports, Copenhagen.

German Empire—The principal states, drainage, navigable rivers, climate, agricultural products, minerals, imports, exports, Berlin, Hamburg, Breslau, Munich, Dresden.

Austro-Hungary—government, pursuits, imports, exports, races, Vienna, Buda-Pesth, Trieste.

Switzerland—surface, government, occupations, Geneva, Zurich, Berne.

Italy—climate, industries, products, minerals, imports, exports, Naples, Milan, Turin, Rome, Florence, Genoa, Venice.

Turkey—occupations, government, Constantinople, Roumania, Servia, Montenegro, Greece.

Shadow-Land.

The soul-stream's deepest course it weaves
Along 'mid banks of fallen leaves ;
Yet, ceaseless hope in phantom chase,
Amongst them peeps the violet's face.

W. J. KENYON.

Lessons in Character.

CULTIVATION OF SELF-CONTROL.

By S. B. TAYLOR.

A scheme of discipline that shall result in producing self-control among pupils must embrace in its scope—(1) Lessons designed to cultivate an appreciation of the position the pupil occupies as a human being. (2) Lessons designed to cultivate his knowledge of duty to his fellow human. (3) Lessons designed to cultivate right judgment, to decide promptly as alternate courses of action may present themselves.

In addition to this the scheme of discipline referred to ought to embrace (1) opportunities to exercise self-control, and (2) opportunities to do missionary work with others. Self-control is a something that can be taught just as arithmetic and drawing are. But there must be planning and persistence. The best results will follow where a teacher by systematic talks and questioning proceeds daily (the opening or the closing half-hour is good for the purpose) to lead the children to think much about their proud position in nature—being above the brutes, their duties to one another, and their conduct in emergencies calling for prompt action.

In these talks it is well—necessary, in fact—never to be personal. A story of wrong conduct, of weakness of any kind, or of degrading traits of character, though founded upon observations made in his own dominion, would better be referred to by the teacher as something he had heard or read of. An impersonal reproof is administered by that friendly monitor, the conscience; the teacher ought always to invoke his aid. In case a teacher is not free to appropriate a quarter of an hour to his lessons in character, but belongs to a system working by a program prepared by a higher power, with no time "to waste" in such endeavors, he must do the same work incidentally. There come moments of inattention, of disorder, of leisure won by faithful work. Use these for the purpose indicated.

The habits of animals are a very fruitful mine of subject matter for these lessons. Some one has said: "The more I get acquainted with men, the higher respect I have for dogs."

This epigrammatic expression of disappointment in mankind finds an echo in every breast in which the least sense of morality has developed, and this includes every child at school, raised in a civilized community. The tidiness of the cat, the greediness of the hog, the faithfulness of the dog, the patience of the spider have served in the past to lead men out of the depths of despondency into the heights of clearer view, and firmer resolves; why not utilize them together with the frugal ant, the generous bee, the ruthless wolf, and the frolicsome lamb, to teach our children how to live?

The instruction of young children in life's duties will better be done not by lecturing them, or drilling them in moral precepts but by appeals to the imaginative powers. Tell a lot of children

a story of a boy who raised a garden, tell of his work early and late, tell of his hope to sell the vegetables and pay a debt his mother owed. While they listen each one will, in imagination, put himself in the place of that boy. Tell them now of other boys who came and broke through, and stole the vegetables; they will sympathize with the toiler because they feel the loss themselves. Out of it will grow resolves that will become generic in their natures. So choose and so conduct lessons in duty as to cause children in imagination to be the aggrieved parties, and the work will bear rich fruit in self control.

To teach right judgment in emergencies the device of unfinished stories is best. Lead the narrative on to the point where two or more courses of action are open for the adoption of the actor in the story.

Tell the children, for instance, of a poor boy on his way to school finding a pocket-book with a dollar in it. Every one hearing it will in imagination find that dollar. Here break off the narrative and let them volunteer to tell what he did with it. Each one will tell what *he* would do. Question upon the right or wrong in this or that course of action suggested. Express no opinion yourself (that would be precept teaching and not lead to self control) but let the individual or class decide.

There is a difficulty every teacher will meet right here which it is well to mention. It is this: children will be very apt, when questioned, to remember some moral precept, they have heard repeated and answer by its formula rather than from nature's promptings, thinking thereby to gain the teacher's approval. An expert teacher can tell such an answer by its tone just as one knows a professional beggar, but a novice would often be deceived. To make the lessons effective the teacher should so conduct them as to bring into view the *real* motives of the children. It remains yet to discuss what I meant by opportunities for doing missionary work. A missionary is one sent to instruct the ignorant or lawless. If a boy has learned of himself and by himself any right mode of action through his own observations made, even though he has been led by the teacher into making them, he becomes at once a factor beneficial to his teacher if opportunities are given him.

Suppose a piece of crayon has been thrown, or some like breach of decorum has been committed during school hours. A teacher with tact would not stop his work to investigate the offense and punish the offender, but would wait till books are packed at the close of school, and all ready to start. Then he would ask the offender to step forth, and wait a reasonable time for him to confess before dismissing the class. The guilty one might refuse once, and go forth a liar among his comrades, but he would hardly do so a second time in a teacher's school where such opportunities are studiously given for public opinion—*Esprit-de-corps*—to assert itself. The aid of public opinion in a school is all-powerful to preserve order, just as it is in a community of any kind. No one dares public opinion in the state; neither will a pupil dare it in a school if the teacher invokes its aid. How can its aid be invoked? By just the manner of dealing with offences that is outlined above, and by making all police regulations of the school conform to the consent of the governed. It is no stupendous task to have every new regulation one proposes discussed, amended, and adopted by the school before being enforced.

A teacher, for instance, allowed the boys to throw balls back and forth in the yard. Everything went on very well for a few days, but after awhile accidents happened; one ball went through a window; another hit a boy in the eye, who was not playing; another flew into a neighbor's back yard and knocked over something.

The teacher saw that ball playing was too dangerous. But he did not act the czar about it; he discussed the matter pro and con, and suspended it by a vote of the boys; he appealed to a self-governing community. He did not have to remain in the yard to see it enforced; the boys attended to that for him.

Opportunities for exercising self-control must be given to the pupils. Else how could they develop the power?

Let them elect captains to form the lines, and direct the march in and out. Do not spy for offenders, nor allow yourself to be watching for offences against police regulations.

Temper and Dignity.

Customer: I want some kind of a door spring, one that won't get out of order.

Hardware Dealer: A door spring?

Customer: Yes, and one that won't require the strength of an elephant to open.

Dealer: Hem!

Customer: And yet it must be strong enough to bring the door all the way to, and not leave it swinging over a couple of inches.

Dealer: I see.

Customer: And when the door closes, I don't want it to slam shut like a catapult, with a crash that shakes the house from its foundations.

Dealer: Yes, you want one that will bring the door all the way to, and yet do it gently.

Customer: That's the idea. But I don't want any complicated arrangement that requires a skilled mechanic to attend to it.

Dealer: No, of course not ; you want something simple, yet strong and effective.

Customer: That's the thing ; something that can be put on or taken off easily ; something that will do its work quietly yet thoroughly, and won't be eternally getting out of order.

Dealer: I see. I know exactly what you want, sir, just exactly.

Customer: Well, show me one.

Dealer: We don't keep door springs.—*Tid Bits.*

Having read the above joke to the class wait for the laugh to subside. Then ask the following

QUESTIONS.

What do you think were the feelings of the man who wanted the door-spring ?

How do you suppose an impatient man would behave under such circumstances ? (Might swear. Would probably say angrily, "Why didn't you tell me that in the first place ?" and slam the door as he went out.)

How would a dignified man behave ? (Would pretend not to see the joke or not to be angry. Would probably say, "Oh, I beg your pardon ! I thought you had them in stock," and wish the store-keeper a polite "Good day !")

How would a good-natured man behave ? (Would laugh at the joke and reply with some pleasant and funny speech.)

Write a composition on " Keeping one's Temper."

Care of the Teeth.

A CLASS-ROOM TALK.

The teeth of the children in three of the poor-law schools in London were recently examined. The number of children was 3,145 and the number of separate teeth looked at was 70,000. Only 707 of these children had quite sound teeth—less than one in how many ?

It was found that from seven to twelve years of age is the period during which children suffer most from tooth-ache. Why is this ?

Yes, it is because that is the period during which the first teeth drop out and the second set grow to fill their places. It was also found that there is the least complaint of tooth-ache between the ages of twelve and fifteen. Why is this ?

Yes, the new teeth are fully grown then, and while they remain young and strong there is not much trouble with them. When is tooth-ache again likely to set in ?

When the second teeth begin to decay. Is there any way of postponing this decay ?

Robert suggests careful brushing and Louisa, the dentist. Both are necessary. But the work of the dentist begins after the work of decay sets in. He can stop it every time it gets a little start, but the work of prevention belongs to the owner of the teeth, and perfect cleanliness is its great secret. Foods and medicines have something to do with it and we will talk about that some other day. Charlotte wants to tell me about some one who ruined her teeth by taking iron for the blood, but we will save that till next time. About the brush—how often should it be used ?

Mary thinks after every meal. So do I. How often must it be used ?

There is an acid that forms upon the teeth during the night. This must be cleansed away in the morning. Many people brush their teeth the last thing at night to remove the particles of food that would cause decay if left there. When should a child first learn to brush its teeth ?

Some people think the first teeth are not worth taking care of, because they do not last long. In the schools I began to tell you about, it was found to be a great misfortune that the little ones had neglected teeth. One hundred and ten children at four years of age were examined, and they were found to have 290 unsound teeth. That was how many to a child ?

The dentists said that every one of those unsound teeth should have been pulled or filled. Bad teeth hinder digestion. Give me three reasons why people should have their teeth looked at by a dentist every once in a while.

1. To find out if they are beginning to decay, so as to save them by filling.

2. To stop decay as soon as it begins, for the sake of having a clean mouth.

3. To stop decay for the sake of having a good digestion.

Mary has a fourth—to stop decay so as not to have the tooth-ache. I will give you a fifth, for the sake of your little brothers and sisters. Many of the children in the poor-law schools were found to have teeth that disfigured them, having gone wrong in the growing. This could have been prevented had good dentists been employed early enough. Harold, what fifth reason have I given you ?

5. Little children should have their teeth watched to see that they grow right.

That will do pretty well. Now write your composition. Call it anything you like. I will give you no plan for it this time, but be sure to get in everything important.

Supplementary.

Veterans Dead.

By WILLIAM SCOTT.

Plant beautiful flowers
By the tombs of the brave ;
Strew lilies in showers
O'er each veteran's grave,
While the muffled drum rolls
And the fife gives its note.
And the flag's gaudy folds
On the breeze flow and float.
That our hands may attest
To our love and respect,
Let the place where they rest
With azaleas be decked.
No longer they march
Too the tune of the fife,
For alas ! they have marched
From the battle of life
Into death's solitude,
Which vibrates with the tread
Of the valorous army
Of veterans dead.

The roses may bloom
As they blossomed of yore ;
But the clay in the tomb
Can behold them no more.
The vines trail and creep
O'er each mouldering spot
Where the brave lie asleep,
But they notice it not.
For them death has parted
Eternity's pall.
Which shrouds the mysterious
Future of all,
And all that is sealed
In silence eternal
To them is revealed
In regions supernal.
While calmly they rest
In the soil that they freed,
Oh, let us recount
Every valorous deed,
And moisten their tombs
With the flow of our tears,
While sadly we gaze
Down the vista of years

And see them in battle
Unclothed and unfed—
The valorous army
Of veterans dead.

The flag that they bore !
Oh, the deeds it recalls
Of the men that went down,
Their hearts pierced with
balls ;
The men who would die
Before they'd retreat,
Though death is so sad
And life is so sweet.
The flag ! How it tells
Of the sacrifice made ;
The flag ! How it tells
Of the price that was paid ;
The flag ! How it tells,
As it waves overhead,
Of the lives that were lost
And the blood that was shed
By the valorous army
Of veterans dead.

The roll-call of death
Still is heard among men,
And they answer it now
As they answered it when
They waded in slaughter's
Red, turbulent waves—
As they went, still they go
Calmly into their graves :
And the road that they tread
Must be trod by each soul,
When his name has been read
From that terrible roll.
But ever and ever
Plead Glory and Fame,
At Oblivion's bar.
For the veteran's name,
And reviewing their ranks,
They will place at the head
The valorous army
Of veterans dead.

Flea Powder.

By MRS. J. G. HUNTER.

CHARACTERS:—Merchant. His wife. Smartly dressed peddler.

Scene:—Country store. Make stage represent interior of country store as nearly as possible. (Choose for peddler one who has naturally an easy manner.) Merchant walking about discontentedly with hands in his pockets. Wife bustling about arranging things.

Merchant.—O dear ! How dull this is ! I wish "something would turn up."

Wife.—Why don't you fly around and turn something up ?

M.—(Crossly.) You know what I mean. I wish some one would come and buy me out. I wish I had more customers. I wish I had something to sell to draw custom. I wish I—

W.—(Looking out of the window.) Here comes a customer now.

(Enters Peddler with small satchel. He removes his hat and bows to the lady as he goes straight toward the merchant smiling with the air of one who is to clasp the hand of a long lost friend. He reaches out his hand familiarly.)

Peddler.—Well, well, old fellow I've found you at last ! Why, don't you know me? I'm James Ebenezer Blain, from Talksville. I met you at (names the nearest city) when you were ordering your stock of goods.

M.—I—I—don't remember meeting any one then.

P.—'Tisn't likely. You great business men are very liable to forget common faces in the rush of business.

M.—(Bitterly.) Not much rush just now.

P.—No not for common merchandise. This is a dull season, very dull season, sir. As I took quite a fancy to you I thought I'd just run over and brighten you up a bit. Now here's an article you can sell any time of the year. I've made quite a little fortune from it (tell you in confidence), I'm sole proprietor and agent, but as I want to introduce it quickly in these parts I'll sell you a

lot for just what it cost to make it and let you make a handsome profit. (*Takes bundle of small boxes from satchel, each one labeled Flea Powder. Sure remedy. Directions inside.*) Now this will kill fleas—

M.—Why, fleas are not very plenty here. I—

P.—O, yes, indeed they are. You probably never noticed. Great business men never do. But I take particular notice of little things. That's my business, you see. Now this powder will kill fleas. Always popular. Never fails to kill. These hold powder enough, if rightly used, to kill millions of fleas; so they are cheap at twenty-five cents, but I'll give you a hundred boxes for just what it cost—no, I'll make you a little present. I'll give you the whole hundred for only \$5.50. They sell like hot cakes, then you have \$25.00 cash. I wouldn't do this if I hadn't taken such a fancy to you (*smiles*).

M.—(*Smiles.*) Well, really I don't want so many till I see if they'll sell.

P.—(*Astonished.*) Sell! Why my friend I know they'll sell. I give my word for that.

M.—(*Hesitates then going to the drawer counts out some money.*) Wife, I haven't quite enough. Can't you help me make it out?

W.—(*Hesitatingly.*) I hate to spend any of my money on uncertainties.

P.—Uncertainties? No, my good lady. Perfectly certain. Perfectly certain. Five dollars and fifty cents for twenty-five dollars worth of goods \$19.50 clear profit.

W.—(*Gets the money, hands it to her husband.*) There! But mind you're to pay it back. That's my bonnet money.

P.—(*Takes the money from merchant and after a low bow to each retires.*)

W.—Let's see one of those boxes. (*Takes one and reads aloud.*) "Flea Powder, Sure Remedy. Directions Inside." Husband, I'm going to open this. I want to see the directions.

M.—(*Contemptuously.*) Just like you, spoil a twenty-five-cent box just to read the directions!

W.—Well, I'm going to see what flea powder is like.

M.—True to nature. If mother Eve hadn't been so curious to taste the apple much trouble would have been saved the race.

W.—(*Opens the box.*) Why, John, this looks like dirt (*tastes it and spits, then smells it.*) Why, John, this is dirt I believe (*reads directions from paper.*) "DIRECTIONS.—First catch the flea, then carefully prick it with a fine cambric needle under the right wing. It will open its mouth. Put in a little of the powder. Sure death." The rascal.

M.—(*Excitedly.*) The villain, I'll catch him. I'll make him open his mouth. I'll give him his Flea Powder all at one dose. Where's my hat? (*Looks around, finds his hat, starts off on a run.*)

W.—Just as I expected.

(*Curtain.*)

A Patriotic Choir.

(Songs and their history furnished by LUCY AGNES HAYES.)

(A choir of picked boy and girl singers occupies the platform. All wear caps and sashes of red, white, and blue, with streamers from shoulders. The choir leader should have a cap of different pattern. Tissue paper plumes can be easily made. The baton should be gay with ribbon streamers.)

Leader: (Addressing audience) The choir will sing for you today our leading national songs, beginning with Yankee Doodle.

During the French and Indian war (in 1755), there was in the British forces, Dr. Richard Shacksburg, a surgeon, also somewhat of a wit and a musician. One evening in camp, the air of "Kitty Fisher's Jig" running through his head, Dr. S.—wrote the words of "Yankee Doodle;" and "the boys" at once took it as the march song of the militia.

The tune is extremely old, having been sung in Charles First's time. As it is a rollicking army song, better suited to the camp than the school-room, the choir will substitute adaption of four out of the eighteen stanzas:

YANKEE DOODLE.

"Father and I went down to camp
Along with Captain Gooding,
And there we saw the men and boys
As thick as hasty pudding."

Chorus:—Yankee Doodle, keep it up,
Yankee Doodle Dandy,
Mind the music and the step,
Cheese, buttermilk, and brandy.

And there we saw a thousand men
As rich as Squire David,
And what they wasted every day,
I wish it had been saved.—*Chorus.*

And there I saw a pumpkin shell
As big as mother's basin;
And every time they sent one off
They scampered like the nation.—*Chorus.*

I saw a little barrel, too,
Its heads were made of leather;
They knocked on it with little clubs,
To call the folks together.—*Chorus.*

(*Leader turns to audience, bows to applause, and introduces next song as follows:*)

In 1789, Professor Phylo, of Philadelphia, composed the music of "Hail Columbia," in honor of Washington's inauguration. It was called "The President's March." The words were written nine years later by Judge Joseph Hopkinson, son of the signer of the Declaration of Independence, of that name. Judge Hopkinson was president of The Penn. Academy of Fine Arts. (*Turns and leads chair who sing "Hail Columbia."*)

Leader.—This hymn was written when war with France seemed inevitable. Congress was actually in session in this city deliberating upon war. The theater was then open in our city. A young singer who was to have his benefit then called on Judge Hopkinson and said that if he could get a good patriotic song to render, he did not doubt of a full house. Judge Hopkinson wrote "Hail Columbia" off hand for him, and so the song was born.

"The Star Spangled Banner" was written in 1814, by Francis Scott Key, while he was detained a prisoner of war, by the British, on one of the war ships at the bombardment of Fort McHenry. Sitting on the deck, with the old flag floating over the fort before him, Key seized a pencil and wrote on the back of an envelope the words which will never die so long as an American heart beats. (*Choir sing "The Star Spangled Banner."*)

Leader.—Thus the words were written. One of our soldiers upon reading the poem, hunted up a book of old English tunes he had, and selected "Anacreon"—the tune to which the hymn has ever since been sung.

"America" was written in Feb., 1832, by Dr. Samuel Francis Smith, a Baptist clergyman residing at Newton, Mass. The air is that of "God Save the Queen," written in 1740, by Henry Carey—a Jacobite air. (*Choir sing "America."*)

Suggested Programs for Closing Exercises.

GRAMMAR.

1. Opening Song.—"Our Fair Land Forever" (SCHOOL JOURNAL, September 10, 1892).
2. Recitation.—"The Temple of Fame" (SCHOOL JOURNAL, January 21, 1893).
3. General Exercise.—"Columbia's Reception" (SCHOOL JOURNAL, April 22, 1893).
4. Recitation.—"Success or Failure" (SCHOOL JOURNAL, January 14, 1893).
5. Dialogue (SCHOOL JOURNAL, March 11, 1893).
6. Song.—"Flag of Our Nation Great" (SCHOOL JOURNAL, September 10, 1892).
7. Drill.—"Tambourines" (SCHOOL JOURNAL, February 25, 1893).
8. Dialogue.—"The Examination" (SCHOOL JOURNAL, January 14, 1893).
9. Declamation.—"The Voyage of Columbus" (SCHOOL JOURNAL, October 1, 1892).
10. Tableaux.—"Six Nations" (SCHOOL JOURNAL, April 30, 1892).
11. Recitation.—"Every Day" (SCHOOL JOURNAL, August 27, 1892).
12. Patriotic Exercise.—"From Feudalism to Freedom" (SCHOOL JOURNAL, November 28, 1891).

MIXED.

1. Opening Song.—"Approach of Vacation" (SCHOOL JOURNAL, June 4, 1892).
2. Drill.—"The Pink Rose" (SCHOOL JOURNAL, April 29, 1893).
3. Recitation.—"Put it Off" (SCHOOL JOURNAL, April 8, 1893).
4. Song.—"Discovery of America" (SCHOOL JOURNAL, April 22, 1893).
5. Dialogue.—"A Bargain Hunter" (SCHOOL JOURNAL, March 18, 1893).
6. Recitation.—"Keep Trying" (SCHOOL JOURNAL, February 18, 1893).
7. Dialogue.—"Catching the Train" (SCHOOL JOURNAL, December 24, 1892).
8. Motion Song.—(SCHOOL JOURNAL, January 7, 1893).
9. Recitation.—"Pussy's Class" (SCHOOL JOURNAL, February 18, 1893).
10. General Exercise.—"Children of the Year" (SCHOOL JOURNAL, January 14, 1893).
11. Recitation for Boy and Girl.—"Two Sides of the Question" (SCHOOL JOURNAL, January 7, 1893).

12. Patriotic Exercise.—“The Flags of Our Country” (SCHOOL JOURNAL, September 24, 1892).

(The patriotic element has been introduced into each of the above programs, and attention paid especially to Columbus, the hero of the year. For further material on this subject consult SCHOOL JOURNALS for October 1, and September, 1892. A large proportion of the material credited to THE SCHOOL JOURNAL will be found in THE TEACHERS’ INSTITUTE of approximate date).

A Song to the Maple.

By ANGIE W. WRAY.

All hail to the oak who has ruled so long!
The king of the woods is he!
He’s royal and stately and brave and strong,
Just as a king should be.
All hail to the graceful elm at his side,
The larch, and the cedar green;
But we’ve chosen the maple’s gentle pride
And she shall be our queen.

Chorus.—O! here’s to thee, maple so fresh and fair,
And long may thy banners glow!
Thou shalt be our queen when the fields are green,
Or white with drifted snow.
The birds shall build in thy branches high
And sing in thy leafy gloom,
When spring-time and sunshine come swiftly by
To wake the flowers to bloom.
And still in the summer’s sultry noon
Thy tall green spires shall rise,
Till the autumn comes with his hunter’s moon
And laughing azure skies.

Chorus.—
We’ll love thee well when thy crimson blooms
Drift over the tangled grass,
And thy spicy breath, like balm, perfumes
The winds that lightly pass.
We’ll love thee well when thy golden leaves
Shine out in the wintry sun,
Or hide in the mantle that winter weaves
When thy summer work is done.

Chorus.—

Recitation for a Boy.

Our country stands
With outstretched hands
Appealing to her boys.
From them must flow
Her weal, her woe,
Her anguish or her joys.

A ship she rides,
O’er human tides
Which rise and sink anon;
Each rolling wave
May prove her grave
O, bear her nobly on.

The friends of right
With armor bright
A valiant, truthful band,
Through God our aid
May yet be made
A blessing to our land.

To the Golden-Rod.

By GEN. B. M. CUTCHEON.

Hail to thee, flower of a people united,
From ocean to ocean fair child of the sun;
Sign of a Union perpetually plighted,
Hail to the symbol of many in one.

Single thy stalk, although many thy branches.
Countless thy blooms as the waves of the sea,
One as the ocean—diverse as the billows,
Symbol of liberty—flower of the free.

On hills of New England, in glades of the Southland,
Where unfettered winds o’er the broad prairies run,
Everywhere fearless, fit mate for the eagle,
Flower of the nation, the many in one.

Lift up thy head, golden flower of the nation,
Bend while we crown thee bright child of the sun.
Semper ubique—e pluribus unum,
Beautiful golden-rod—many in one.

Editorial Notes.

The New York schools are the subject of much favorable criticism among visitors to the World’s fair who interest themselves in educational matters. The size of the exhibit seems to indicate that the metropolis is not at all averse to having its school work very generally inspected. Its compactness and solid binding, so to speak, evidence a confidence in the dignity of its material. And the encomiums that follow an examination of contents usually employ the phrases, “high grade of excellence” and “uniformity of excellence.” If the grade of excellence is both “high” and “uniform” the hard labor of the New York teachers is not certainly fruitless.

The number of teachers who are making a systematic study of the foundation principles of their work is rapidly increasing. The best evidence is the steadily growing popularity of EDUCATIONAL FOUNDATIONS. The exceptionally large edition of the May number has been nearly exhausted. Hundreds of extra copies were sold. There is no other publication issued for the special benefit of those wishing to make a thorough study of pedagogics.

A circular was lately received and on one corner of the envelope it said, “If the person addressed is dead hand it to a school teacher.” But what if the teacher is “dead”? A letter was lately received from a Texas teacher and it opened with these words, “I am not a dead teacher.” The reason why there are dead teachers is that they are grinding instead of teaching; but there is less of this every year.

“The objection I have to the New Education is that the teachers waste so much time,” said a primary principal. “They dawdle along like this: Now can any one make up a story about his word (cat)? Oh, there is Jenny. Well, what is it?” “I have a cat.” “That is a very nice story,” etc., etc. Now that is not New Education, nor any kind of education.” The principal is right; the objection is well taken. There must be fire and purpose, and earnestness in education to make it worthy of the name of “New.”

A lively contest is now going on in the bipartite state of Sweden and Norway, and unless the situation improves a dissolution of the union may be looked for. The disaffection is of long standing. In the first place, Norway did not like the way in which the country was transferred from Danish to Swedish rule in 1818, although she was allowed to retain her constitution. Then Norway’s commercial prosperity makes Sweden jealous; in size and activity the Norwegian merchant fleet ranks second only to England, and the entire population is interested in commerce. On this account the Norwegians insist on a separate consular representation; they desire that their maritime affairs shall be managed by themselves, rather than by their commercial rivals. This demand for consuls of their own has been put off on one pretext or another until the sturdy Norsemen have determined to bring the matter speedily to issue. The history government, and people of these countries make most interesting subjects of study, especially at this time. Let them be discussed by the school.

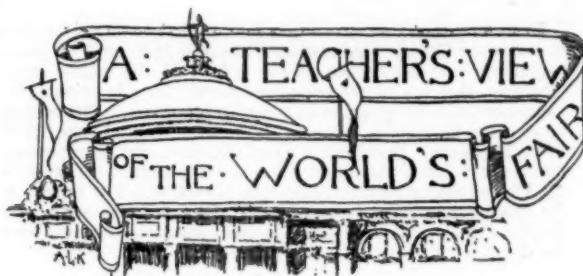
In the Albany, Ga., Daily Herald Col. F. W. Parker gives a list of books for children that is a capital selection.

Mrs. J. H. Phillips, wife of Supt. Phillips, of Birmingham, Ala., died recently. She was evidently greatly beloved by the community. The schools were closed and the teachers adopted resolutions in memory of the deceased. Mrs. Phillips was formerly a teacher in Birmingham and always took an active interest in educational advancement.

Supt. Sheets, of Florida, attended the closing exercises of the Quincy, Fla., high school and examined the classes. Miss R. S. White and Miss Mollie Curtis are conscientious and progressive teachers and deserve credit for the good showing. Prin. Love has resigned his post.

The summer course of the progressive Peabody Normal College at Troy, Ala., begins August 21 and is to continue for five weeks. Dr. E. R. Eldridge, well known in Southern educational circles, will be the conductor. The school has quite a reputation for its work in behalf of pedagogical advancement.

EDUCATIONAL FOUNDATIONS is the ideal paper for the reading circle, the institute, and thorough, systematic home-study of the history, principles, methods, and civics of education. The editors will gladly assist those wishing special direction. Write us.



The large publishing houses are grouped in the northwestern part of the Liberal Arts Gallery. In the accompanying chart the black spaces show their location. This corner will be of fascinating interest to teachers and to lovers of literature. All the booths are exquisite in their appointments and the exhibits are arranged with ingenuity and taste.

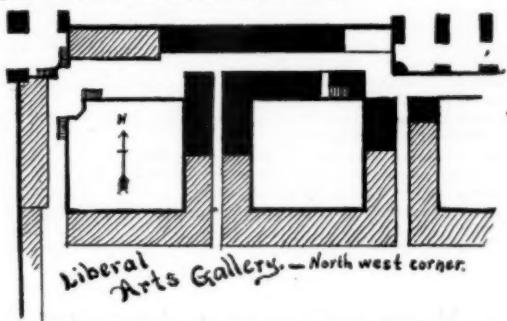
The Century Company make a most attractive exhibit. In one case is shown the evolution of a dictionary. The first English dictionary published was "An English Expositor by John Bullokar, Doctor of Physick, London, 1616." Following this are the various later dictionaries, side by side, and opened at the same word. Thus the evolution of style, print, and vocabulary is shown. The series culminates in the *Century Dictionary*. The latter shows "take" to be the most various word in our language, it having thirty-five distinct definitions.

The making of the *Century Dictionary* is also exhibited. Despite the volume of material in the book itself the processes show that in the work of compiling and arranging, much more material was stricken out than that which was retained.

In another case is shown the evolution of a wood-cut such as those which appear in *St. Nicholas* and the *Century*. The process begins with the original India ink drawing and follows through photographic negative, print on copper, the copper plate then "bitten in" by acid (etching process); then the trial proofs and overlays.

The artist used to draw his picture directly on the wood.

The only one still holding to this plan is Mary Hallock Foote. A specimen block is shown from her hand.



The May *Century* contained a series of artistic views of the exposition buildings. The originals of these pictures by Castaigne are exhibited. What adds to the great merit of these pictures is the fact that M. Castaigne painted them six months ago, when his imagination had to be responsible for the real spirit of his work.

The Scribners occupy the pavilion next east. They, too, show the process of picture producing from the original "wash" of the artist, to the cut in the magazine.

The making of a magazine is also shown, from the original MSS., through the proofs and the "dummy," to the finished article.

Newspaper men have computed the cost of the May *Scribner's* at \$60,000.

Harper Bros. will occupy the handsome oak finished apartment next east, when it is finished. There are already installed a collection of washes and India ink drawings.

The exhibit of Appleton & Co. is across the corridor from that of the *Century*. A simple and elegant effect is secured in terra cotta and polished oak. The walls are hung with plates from *Ideals of Life in France*.

Some notable items in this exhibit are *Recent Ideals of American Art*, *Darwin's Works*, 16 vols., *International Educational Series*, *Bancroft's History of the United States*, 6 vols., *Pictur-esque America*, *The American Cyclopaedia* and *The Earth and its Inhabitants*.

The gem booth of the gallery from the artistic side is that of Houghton, Mifflin & Co. This veritable temple is finished inside in olive green and antique oak. Windows of amber stained glass give a soft, peaceful light to the interior. A large, tiled fire-place occupies the far end, flanked by old-fashioned straight-backed settees.

The room was designed as an ideal American library, by Mrs. Henry Whitman, of Boston. The book-cases lining the walls are surmounted by busts of seven of our great authors—Oliver Wendell Holmes, Longfellow, Emerson, Hawthorne, Lowell, Whittier, and Harriet Beecher Stowe. It is said to have been a Roman custom to mount the bust of a writer in this way, above his books.

Ginn & Co., occupy a cosy, home-like apartment. Besides their own publications they exhibit a valuable collection of old and rare works on logic, rhetoric, and language.

Estes & Lauriat have apparently issued an *édition de luxe* of everything from their presses. The bindings, paper, and workmanship throughout are superb.

They pride themselves especially on their editions of the British authors, to which are added the works of Victor Hugo. The text in these books is on Holland hand-made paper; the etchings on the same and the photogravures on Japan paper. The limited edition of Dickens, edited by Andrew Lang, will command especial notice.

D. Lothrop Company show the stages of the picture-making process handsomely mounted on a decorated mat. The plates used in ornamenting book covers are also shown. A portrait of Rev. S. F. Smith, author of the hymn "America," adorns the wall. Lothrop Co. show also a fine line of school books. Further exhibits in general literature are made by J. B. Lippincott Co., Geo. Barry, Phila.; Britannica Pub. Co., E. F. Bonaventure, Duprat & Co., Godey Pub. Co., *North American Review*, New York; A. C. McClurg & Co., Open Court Publishing Co., Chicago; *Salem Press*, Salem, Mass.

The principal publishers of school books and supplies are E. L. Kellogg & Co., *New York and Chicago*; Albert Scott & Co., Central School Supply House, Fairbank & Rolison, A. Flanagan, *Chicago*; and Rand, McNally & Co., *Chicago*; Educational Publishing Co., D. C. Heath & Co., Inter State Publishing Co., Leach, Shewall & Sanborn, New England Pub. Co., Alfred A. Post (*Volapuk*), and Silver, Burdett & Co., *Boston*; A. Lovell & Co., Geo. A. Plimpton, *New York*; and C. W. Bardeen, *Syracuse*.

The apartment of E. L. Kellogg & Co. is entered through a handsome scrolled gateway of iron, facing east. The appointments are of a *négligée* order inviting to visiting teachers.

One wall is occupied by a series of decorative illustrations in colors, produced by stencil. The figures are borders, flags, shields, animal figures, botanical subjects, etc. and show what may be accomplished in blackboard illustration by means of stencils.

Bound volumes of *THE SCHOOL JOURNAL* and *THE TEACHERS' INSTITUTE* are shown; also

- Teachers' Manuals.
- The Professional Teacher.
- Town and Country School Buildings (Gardner).
- The Best 100 Books. Lubbock.
- Teachers' Professional Library.
- Reinhart's History of Education.
- " " Educational Civics.
- " " Principles of Education.
- Aspects of Education. Browning.
- On Self-Culture. Blackie.
- School Management. Amos M. Kellogg.
- School Devices. Shaw and Donnell.
- Educational Reformers. Quick.
- Spencer's Education.
- Industrial Education. Love.
- Early Education. Currie.
- Parker's Talks on Teaching.
- Handy Helps. Southwick.
- The Teacher's Psychology. Welch.
- Song Treasures.
- Primary Songs.
- Geography by Map Drawing. Amos M. Kellogg.
- Mistakes in Teaching. Jas. L. Hughes.
- Securing Attention " "
- Simple Experiments for School-Room. Woodhull.
- Temperament in Education. Jerome Allen.
- Education by Doing. Johnson.
- Mind Studies for Young Teachers. Jerome Allen.
- Autobiography of Freebel.
- Quincy Methods. Partridge.
- Lectures on Teaching. Fitch.
- Lectures on Education. Payne.
- Easy Drawing for the Geography Class. Augsburg.
- Easy Things to Draw. Augsburg.
- The "Man Wonderful" Manikin.
- The "Standard" Manikin.

WALTER J. KENYON.

The next meeting of the Second District Teachers' Association, of New York, will be held in the New Paltz normal school on Saturday, June 10. Dr. Capen will continue the work on Psychology. Charles Perrine, will give an address on "The Educational Systems of France, Germany, and America." The following topics will be discussed: "Proper Physical Exercises for the School;" "Right Motives and Incentives to Study;" "The Value of Summer Schools;" "School Laws Passed by the Recent Legislature;" "Instruction in Music in the Public Schools."

The teachers of East Victoria, Ontario, met at Lindsay last month. A feature that might be adopted with profit elsewhere, was that the schools of the town were in session one day to give the visiting teachers an opportunity to observe the methods of teaching and school management.

The officers appointed for the next year are: Pres., John Head; Vice-Pres., John Cook; Sec.-Treas., J. D. Macmurchy; Librarian, J. H. Broderick.

The 26th annual meeting of the Arkansas State Teachers' Association will be held at Morrilton, June 27-30. Among the subjects that will be discussed are the following:

What Shall be Done with the Non-Progressive and Retrogressive Teacher?—What Can We Do to Improve the Teachers in Actual Service?—What the Public Demands of the Common Schools.—Use and Abuse of Text-Books.—The Educational Value of Psychology to the Public School Teacher.—Reading, Calisthenics, and other Phases of Primary Work.—How Shall we Grade our Country Schools?—Literature in the Public Schools.—Arithmetic in the Public Schools. How Much? How Taught?

The high school department will discuss:

Relation of the High School to the College.—Art in Education.—Character Building.—The Ideal High School.—The High School—Its Place in our School System.—The State University.—English in the High School.

The Reading Circle will meet June 30 and discuss The Object of the Teachers' Reading Circle. The county examiners who meet on the same day have chosen for discussion: "Uniform Examinations, How to Secure Better Results from School-room Work, and Work among the Directors."

The Public Schools of Minneapolis, and Others.

In the present article I desire to show again what I showed in the description of the schools of Indianapolis and St. Paul, namely, that it is possible to render school life interesting and attractive, to convert learning into a pleasurable process, and consequently, to educate the child without robbing him of his happiness. Many claim that an education such as is given in schools of this nature is not universally applicable. They argue that the first duty of the public school is to give the child the ability to read, write, and cipher, and that consequently, in those cities where a large proportion of the children will never receive more than three or four years of schooling, the work, at least in the primary grades, should be limited almost entirely to the three R's, while in the new system much attention is given to other things.

If facts should prove that the best results in the three R's are obtained in the primary schools that devote practically all the time to these subjects, and the poorest in the primary schools that spend the most time in leading pupils to observe, to reason, and to acquire manual dexterity, then the advocates of the reading, writing, and arithmetic schools would have at least a crutch to lean upon. But it so happens that facts prove the contrary to be true, namely, that the pupils read and write better and cipher at least as well in the school where the work is most thoughtful, that is, where most is done to lead the pupils to acquire ideas by being brought into relation with things instead of words, signs, and symbols. I found, with scarcely an exception, by far the best reading in the schools in which the pupils were taught to read through science lessons and by far the best—not infrequently incredibly good—results in written language where the children were set to work to express the results of their observations in their own words in writing, as early as the third or fourth month of school life. On the other hand I found the results in reading and in written language almost universally poor in the schools where the reading matter, at least during the first two years, consisted of nothing but empty words, silly sentences, and baby-trash, and where the time spent in writing was devoted to copying such words and sentences from the blackboard or the reading-book. In last month's number of *The Forum* I showed what excellent results in language are obtained in St. Paul where the teaching of language is in large part made incidental to the acquisition of ideas. But this much need be said here, namely, that unless the teachers be prepared for their work, objective teaching will prove as much of a failure as mechanical teaching. The new education in form without the spirit is a farce, and the spirit of the new education lies in the teacher and not in the subject.

But there are elements, aside from measurable results, that require consideration in educating the child. The first and foremost among these elements is the child himself. The old system of education thinks only of the results and, with its eye upon the results, forgets the child, while the new system is in large part guided by the fact that the child is a frail and tender, loving and lovable human being. "By their fruits ye shall know them," is a proverb which, though frequently quoted in this connection, does not apply to schools at all, because it leaves out of consideration the fact that the child lives while he is being educated. Who would argue that the steerage is as good as the cabin because the steerage passenger travels as quickly and as safely as the cabin passenger? When natural methods are philosophically applied by the teacher the child becomes interested in his work and the school is converted into a house of pleasure. When on the other hand, the child is taught by mechanical methods, he takes no interest in his work, learning becomes a source of drudgery and the school a house of bondage.

And further, under the new system elements are brought into play which, by reason of their refining nature, can scarcely fail to exert a favorable influence upon the moral character of the child. Among these are: First, the bond of sympathy that forms between the child and the teacher who strives to understand him, to interest him, and to make him happy. The atmosphere of the mechanical school is damp and chilly, while that of the progressive school is glowing with life and warmth. Second, the studies that tend to develop the sympathetic and aesthetic faculties of the child, among which are, 1. Nature studies, the study of plants when regarded from the sympathetic and poetic sides, and the study of animals from the standpoint of sympathy; 2, the purely artistic studies, namely, music, poetry, drawing and painting from nature, the construction of beautiful forms (designing) and work with beautiful colors. And I must repeat that I found the best results in reading and in written language in schools where the curriculum included all these studies, and where, in consequence, the pupils worked with enthusiasm because they were interested.

—Dr. Rice in *The Forum*,

EDUCATIONAL FOUNDATIONS for June is a historical number. It covers the history of education in the past four hundred years, beginning with the decline of the school of the middle ages. There are sketches of the great movements for educational advancement, also biographies of the great reformers. The leading ideas of the Humanists, Rabelais, Bacon, Comenius, Locke, Basdow, Rousseau, Pestalozzi, Frebel, Herbart, and other master minds are pointedly set forth. The development of education in the United States receives particular attention. The growth of the Pestalozzian ideas is shown. In short, the number gives a graphic description of the progress that education has made since the discovery of America.

Summer Schools.

Cook Co. (Ill.) Summer Normal School, Englewood, Ill. July 10, 28, Col. Francis W. Parker, principal.

Martha's Vineyard Summer Institute, July 10, W. A. Mowry, president, Salem, Mass.

Summer Course in Languages. (Berlitz Schools of Languages. Auditorium, Chicago, Ill.) Asbury Park, N. J.

Cornell University Summer School, Ithaca, N. Y., July 6, Aug. 16. The Registrar, Cornell University, Ithaca, N. Y.

Summer Session of the Neff College of Oratory, Atlantic City, N. J., June 26, July 21. Silas S. Neff, president, 1414 Arch street, Philadelphia, Pa.

Chautauqua Assembly, College of Liberal Arts and other Schools, Chautauqua, N. Y. W. A. Duncan, secretary, Syracuse, N. Y.

Summer School, Elocution-Delsarte, July 5. Address H. M. Soper, 26 Van Buren street, Chicago, Ills.

Summer School, Greer Normal College, Hooperston, Ills., June 13. William H. Monroe, president.

The Sauveur College of Languages, Rockford College, Rockford, Ills., July 3. Address Dr. L. Sauveur, 6 Copley street, Roxbury, (Boston), Mass.

The National Summer School at Chicago, Englewood, Ills. Address Chas. F. King, manager, Boston Highlands, Mass.

Summer School for Teachers at Sherburne, N. Y., July 19. Address W. S. Knowlson, Sherburne, N. Y.

Midsummer School at Whitney's Point, N. Y., July 24, Aug. 11. H. T. Morrow, manager, Binghamton, N. Y.

Summer Session of six weeks of the National School of Elocution and Oratory, at Grimsby Park, Ont., Can., July 3, Aug. 12. Geo. B. Hynson, principal, 1020 Arch street, Philadelphia, Pa.

Vanderbilt University Summer School for Higher Physical Culture, Nashville, Tenn., June 16, Aug. 16.

The State University of Iowa Summer School, Iowa City, June 19, four weeks. Charles A. Schaeffer, president.

Callanan Summer School of Methods Des Moines, Iowa. C. W. Martindale, president, Des Moines, Iowa.

Virginia Summer School of Methods. At Salem, Va. Opens June 25 and continues four weeks. Applications, etc., should be sent to Hon. John E. Massey, supt. of schools, Richmond, Va.

Peabody Summer School of Pedagogy, Troy, Ala. Begins August 21 and will continue five weeks.—Conductor: E. R. Elridge, LL.D., Pres. Peabody Normal College, Troy, Ala.

Meetings of Educational Associations.

JUNE 29-JULY 3.—The S. E. A. of North Carolina, meets at Moorehead city. Pres. J. J. Blair, Winston; Sec. E. G. Harrell, Raleigh.

JUNE 22-24.—The State Educational Association of Louisiana will hold its tenth annual session in the Chautauqua Auditorium, Griffith Springs, near Ruston. Pres., Col. J. W. Nicholson, Baton Rouge, La.; Secs., D. M. Scholars, Monroe, La., and R. L. Himes, Natchitoches, La.

JUNE 27-30.—Arkansas State Teachers' Association will be held at Morris-ton. Pres. A. E. Lee, Russellville, Ark.; Sec. H. A. Nickell, Ozark, Ark.

JUNE 28-30.—Brunswick Provincial Teachers' Institute will be held at Fredericton, N. B. Pres. Dr. J. R. Tuch, Fredericton, N. B.; Sec. Jas. M. Palmer, Fredericton, N. B., Can.

JUNE 30.—Georgia State Teachers' Association will be held at Gainesville Pres. E. B. Smith, Le Grange, Ga.; Sec. J. W. Frederick, Marshallville Ga.

JULY 5-7.—West Virginia State Teachers' Association meets at Huntington.

JULY 10.—Kentucky State Teachers' Association convenes at Louisville. Pres. Wm. H. Bartholomew, Louisville; Sec. R. H. Carothers, Louisville.

JULY 11-12-13.—Southern Educational Association. Louisville, Ky.

JULY 25-26-27.—South Carolina State Teachers' Association, will meet at Spartanburg. Pres., Dr. S. Lander, Williamston; Sec., Prof. Dick, Union.

JULY 25-28.—Educational Congress at the World's Fair.

DECEMBER.—The Oregon State Teachers' Association will convene at Portland. Pres. E. B. McElroy, Salem, Oregon.

DEC. 27.—The South Dakota State Teachers' Association will convene at Parker, S. D. Pres., C. M. Young, Vermillion, S. D.; Sec., Edwin Dukes, Parker, S. D.

DEC.—The Wyoming State Teachers' Association will convene at Rawlins, S. D. Pres., A. A. Johnson, Laramie, Wyo.; Sec., J. O. Churchin, Cheyenne, Wyo.

If you are weak, tired and nervous, Hood's Sarsaparilla is just what you want. Try it.

Correspondence.

To Make Papier-Mache.

By DR. ALBERT E. MALTBY, Slippery Rock, Pa.

Take some common newspapers and tear them into irregular bits about one inch square. Put these pieces into a common wooden pail until it is about two-thirds full. Pour over the paper enough boiling-hot water to cover it, and let it stand four or five hours. Drain off the excess of water until the wet mass of paper lies as a pasty body at the bottom of the pail. Now take a rough stick—the rougher the better—and thrust it down into the mass again and again, grinding and beating the paper until it becomes a pulpy mass. Two rough sticks will be better than one. In ten minutes a boy can prepare enough pulp for three or four maps, if the paper has been soaking during the night. *Do not attempt to use glazed paper.* Many fail to make the pulp because they pour water over the pieces of paper, and then, without draining off the greater quantity of water, stir the bits round and round in the water. The sticks must be "jabbed" down into the moderately dry mass. A friend of mine makes the mass into balls and *grates* these upon a common tin grater. She has succeeded in making splendid papier-mache in that way. White scratch-book paper may be used where a better class of pulp is to be made. There can be no simpler recipe for the making of paper pulp, and since I published this four years ago, hundreds of teachers have written of their success in making and using it. A primary teacher in Baltimore uses the *pulp in place of clay*, claiming that it is cleaner and cheaper, as it is undoubtedly.

Some time since THE SCHOOL JOURNAL mentioned the insanity of a very bright young lady teacher, who, besides faithfully performing her every day school duties, was pursuing three branches of study preparatory to entering an advanced college course or procuring a certificate for further promotion.

The thought occurred to me that were the teachers to follow the course of reading advised by the educational journals of the day, study thoroughly the life, character, and principles of the most advanced thinkers and teachers of the past; keep posted in regard to current events; attend lectures, concerts, and teachers' clubs; give especial attention to each study in preparation for the next day's work—for no thorough teacher will stand before a class unprepared with new and original ideas; examine and correct the written work of the previous day for a class ranging from thirty to fifty pupils, old enough and sharp enough to criticise the teacher's corrections provided an oversight is discovered, and, aside from all this, attempt to follow a preparatory college course, the natural result of overtaxed mental forces must be insanity or nervous prostration. Is it within human possibility for the average teacher to accomplish the work that must be performed to keep abreast of the times, and also pursue a preparatory course?

Then, too, when the last term of the school year draws near its close, teachers all over this United States receive circulars urging the necessity for attendance upon some one of the many summer schools conducted expressly for the benefit of the teacher during the summer vacation when exhausted nature demands rest, absolute rest.

S. G. D.

We sympathize deeply with the over-worked teacher, and nothing is truer than that the average teacher has too much work to do, unless it be that the modes of accomplishing results in school magnify instead of minimizing the amount of labor required of the teacher.

The aim of educational papers is to meet the needs of teachers. No one teacher is expected to appropriate all the advice and help

offered. Each teacher is supposed to select for use or as suggestive the matter that applies to her peculiar case. All earnest teachers feel the necessity of doing some educational work outside of the school grind, something for self-improvement, something whose result will be an ennobling of their teaching. The teachers who feel this most keenly are those whose work is already the noblest. Trained teachers feel the inadequacy of their training. The teacher who feels quite competent is the one who is the most deplorably incompetent. The teacher who shirks professional study is the one of whom her pupils have a right to demand the most improvement.

A great deal of the work urged upon teachers is of a kind that should have been done in the academic and normal courses before the labor of teaching was undertaken. A teacher who has not had regular professional training can hardly do too much in a sustained effort to inform and train herself. She may proceed unwisely, undertaking too much at once. She should pursue some one definite line of study up to a definite point, and do what else she can without injury to health. Whether her motive is personal ambition or a single-hearted desire to be the best that she is capable of being towards the children for whose future she has made herself partially responsible, she must use careful judgment in the amount of work attempted, and select "according to her grade"—that is, follow the line of study that she can best reduce to immediate usefulness. "Current events" are farther from little children than the mythologies of the remotest past. If they are useful to the primary teacher, it can only be suggestively. But the natural sciences are very close to little children, lying at their feet and speaking to them in all their contact with things. To the grammar teacher, on the contrary, "events" are of great importance, suggesting many a valuable history and information lesson and class composition. The teacher must select from all that is offered for study that which is nearest her work. A close study of educational principles is necessary in connection with any educational work.

As for summer schools, their terms are short and vacations are long. The summer school is a partial rest and the remaining weeks may be absolute rest. No teacher, trained or untrained, is morally excused from the summer school, except by financial or physical disability.

It has been settled that influenza is caused by a certain bacillus, one of the very small plants whose seeds float in the air, and that these appear in the mucus that is coughed up, and that is found in handkerchiefs. And so it becomes of importance to the teachers of schools to tell the pupils that it is not safe to use handkerchiefs in common. It is also important to ventilate the school-room thoroughly where influenza prevails.

In my own case I explain the bacillus theory as plainly as possible. I tell the pupils that the mucus from the mouth and nose ("sputa" is the technical term) is infectious; that the plant may be cultivated in a sugar solution; that these plants get into the blood and then increase in large quantities and cause disease and often death; that they grow like grass to a certain size and then die, etc.

As this is interesting and gives them a clear idea of what disease is, it lays a foundation for teaching them about the need of ventilation and pure water.

E. L. ADAMS.

To Restore

hair which
has become thin,
and keep the scalp
clean and healthy, use

AYER'S HAIR VIGOR

It prevents the hair
from falling out
or turning gray.
The best

Dressing



THE
"KAYSER PATENT
FINGER TIPPED"
Silk Gloves
are all sold guaranteed.

If your dealer hasn't them, write to JULIUS
KAYSER, New York; he will see that you get
them.

If your boy

isn't on time, the chances are it is
no fault of his. Do you expect
him to tell time by the sun? Has
he a watch? If not, that is your
fault. He might have a first-class
time-keeper as low as four dollars;
up to ten, according to style—all
the style anybody could ask.—
Good enough for you, too, if you
need a watch.

All jewelers sell the new, quick-
winding Waterbury, a jew-
eled watch in gold, filled,
coin-silver and other cases.
All styles for all people. \$4
to \$15.

35

SMITH'S RAPID PRACTICE Arithmetic Cards.

GREATEST LABOR SAVING DEVICE	For giving any amount of practice in arithmetic	TESTED FOUR YEARS
---	--	----------------------------------

From the lowest grade of primary addition, through
fractions, percentage to advance measurements. 38
sets of 60 cards each, every one different. Price, 50
cents net per set, postpaid. Complete sets of 38 in
handsome wooden box. Price on application.

E. L. KELLOGG & CO., New York & Chicago.

New Books.

Special No. K of the Riverside Literature series is *The Riverside Primer and Reader*, which is designed to serve as the sole text-book in reading required by the pupil. It is planned so as to make the task a natural one. The compilers of the book kept in mind the fact that the child must learn to think intelligently before he can read intelligibly. The preliminary work on blackboard and slate cultivates this habit; it should be continued when a book is placed in his hands. The pupil is set to reading silently and acting out the thought. In carrying out this plan a picture is given, and the child has to think not only what the picture says, but to translate it into a sentence. This process is carried still further by the sentences with dashes, for which words are to be substituted by the child. The exercises have been so constructed as to interest the pupil, to arouse his curiosity. When he is keenly alive to the story natural expression will follow. Another point made in this book is to lead the pupil gradually from the colloquial style to which he has been accustomed to the literary style, and for this purpose selections are made from Mother Goose, proverbs and sayings, and later from Tennyson, Blake, Wordsworth, Stevenson, and others in verse. Classic stories are also given in simple prose. The early lessons are plentifully interspersed with script, so that the pupil becomes familiar with the forms of the written words. The lessons in the book, if well presented, will make the task of learning to read a delightful and comparatively easy one. (Houghton, Mifflin & Co., Boston. 25 cents.)

The Natural Science Note-book, No 1, of W. S. Sweeny, is intended to introduce the student to the science of mineralogy. With a specimen before him the pupil is required (1) to answer a series of questions concerning the physical properties of the mineral; (2) to give the uses for which it is employed; (3) the name, and location where found, and (4) to write a description from the notes thus taken. The minerals are common ones and are found in many localities. A page is taken for each mineral and under series of numbers blanks are left to be filled out after the pupil has gained his information about the mineral by observation. (A. Lovell & Co., New York.)

A valuable elementary text-book on *Statics and Dynamics* is that prepared by C. Geldard, M. A., mathematical lecturer under the Non-collegiate Students' board, Cambridge. It was prepared with special reference to the needs of those who desire to pass the entrance examinations to higher institutions of learning in England, but is also adapted to the requirements of preparatory schools in this country. There are some special features in this book that may be noticed. The proof of the parallelogram of forces, for instance, is based on Newton's law of motion, as the one most intelligible to the student. Several chapters are introduced dealing with subjects often omitted in elementary text-

books—e.g., couples the general conditions of equilibrium, virtual work, and normal acceleration. Features are also introduced to familiarize the student with methods of more advanced work. The numerous examples given to work out furnish the student opportunities to apply and test his formulas. (Longmans, Green & Co., London and New York. \$1.50.)

The Comedy of the Merchant of Venice has been added to that cheap and handy series of books English Classics for Schools. This is a play in which the genius of Shakespeare reached high-water mark. There is a fine introduction, including criticisms of the play by Hazlitt, Campbell, and others. (American Book Co., New York, Cincinnati, Chicago, Boston, and Atlanta. 20 cents.)

The thousands of visitors to Chicago this summer will need some source of information in regard to the points of interest in and about that city. A book prepared especially to meet that want is *Rand, McNally & Co.'s Bird's-Eye Views and Guide to Chicago*, a handsome volume of over three hundred pages. It has been prepared by writers whose long residence in Chicago has made them thoroughly familiar with the history and progress of the city. Two aims have been kept in view: (1) that all statements should be absolutely true; (2) that they should be clearly and concisely expressed, containing only such information as may be of positive value to strangers. A very effective method of illustration has been chosen, being a unique combination of photography and topography, by which bird's-eye views of buildings have been given, showing the architectural details of structures covering large areas of the city. There is a brief but comprehensive history of the city, and then such subjects as transportation, hotels, amusements, restaurants, clubs, streets, parks, residences, churches, etc., are thoroughly treated. No important feature has been omitted. One who intends to visit Chicago this summer can scarcely afford to be without this valuable book. It has flexible covers and is bound in red cloth with the title on the front cover in gilt. (Rand, McNally & Co., Chicago and New York.)

A work of vast labor and in some respects unique is that of Henry Matson entitled *References for Literary Workers, with Introductions to Topics and Questions for Debate*. It is an octavo volume of 582 pages, and its aim is to combine, in respect to its subjects, the practical use of their bibliography with their brief elucidation. It is therefore more than a mere book of reference and may be considered as a collection of brief essays on related and representative topics, supplemented by numerous references to fuller sources of information. For debaters, literary workers, or those who wish to look up information on any of the subjects contained in it, its value is unquestioned. Among the general subjects treated are ancient, medieval, and modern history, biography, politics, political economy, education, art, sciences, philosophy, ethics, religion, etc. Each of these are subdivided

(CONTINUED ON PAGE 620.)



V. MENIER does his own printing; in fact, everything pertaining to the manufacture of Chocolat Menier except wood for cases, nails and foil, is produced on his own property.

Instead of depending upon a dozen different manufacturers (each looking for profit rather than purity) as most cocoa and chocolate makers have to, MENIER can and does, with one end in view—viz: the sale of Chocolat Menier by its real merit—supply the world with the finest product and in far greater quantities than any other house. A sample free (name publication).

Address
MENIER,
Union Square,
New York City.

ASK YOUR GROCER FOR
**CHOCOLAT
MENIER**
Annual Sales Record 35 MILLION LBS.
SAMPLES SENT FREE. MENIER, N.Y.

Pears' Soap

Skin blemishes, like foul teeth, are the more offensive because they are mostly voluntary.

The pores are closed. One cannot open them in a minute; he may in a month.

Try plenty of Soap, give it plenty of time, and often excess of good soap will do no harm. Use Pears'—no alkali in it; nothing but soap.

All sorts of stores sell it, especially druggists; all sorts of people are using it.

The Noblest Breakfast Food

ON EARTH!

THE MOST NOURISHING
THE MOST PALATABLE
THE EASIEST DIGESTED
THE QUICKEST COOKED
No one can legally use
the term HEALTH
Food unless authorized
by us.

Unscrupulous
imitators
should
be
avoided.

...

Health Food Co.'s
Offices Everywhere.

Head Office,
61 5th Avenue, New York.
New England Office,
190 Fremont St., Boston.
Philadelphia Office,
632 Arch St.
Western Office,
1601 Wabash Ave., Chicago.

A NOTABLE CATALOGUE of all books for teachers carefully classified and impartially described. 128 pages. Price 6 cents.

E. L. KELLOGG & CO., New York & Chicago.
Do you teach "Current Events" in your school? If so no paper will help you like OUR TIMES. Send for a copy and raise clubs at our low club rates. Address publishers of this paper.

Houghton, Mifflin & Co.'s NEW BOOKS.

Abraham Lincoln.

In the Series of American Statesmen. By JOHN T. MORSE, Jr. With a portrait and map. 2 vols. 16mo, \$2.50. The same in Library style, bound in smooth red cloth, \$2.50. An excellent work illustrating Lincoln's marvelous wisdom, good sense, sagacity, freedom from passion, comprehensive patriotism, all controlled by a lofty moral purpose.

The Life and Work of John Ruskin.

By W. G. COLLINGWOOD. With Portraits and other Illustrations. 2 vols. 8vo, \$5.00. A biography of this illustrious man by one who was for many years Mr. Ruskin's private secretary. It contains letters by Ruskin, Carlyle, Browning, with much other new matter, and will be most welcome to all who appreciate Ruskin's unique greatness.

The Divinity of Jesus Christ.

By the Editors of the *Andover Review*. A series of noteworthy papers contributed to that Review, and forming a symmetrical and very interesting treatment of the great topic they discuss. 16mo, \$1.00.

Greek Poets in English Verse.

Edited by WM. H. APPLETON, Professor in Swarthmore College. 12mo, \$1.50. An admirable collection of the best translations of the best Greek poems from Homer, Hesiod, Æschylus, Sophocles, Euripides, Theocritus, Aristophanes, Anacreon, Sappho, and others.

Horatian Echoes.

By JOHN O. SARGENT. With a Biographical Sketch of Mr. Sargent, and an Introduction by DR. HOLMES. 12mo, \$1.50. Excellent translations of eighty-seven of the Odes of Horace, preserving his shrewdness, culture, blitheness of spirit, and modernness, as well as the more distinctively poetical qualities of his genius.

Donald Marcy.

A story of college life, full of energy and enthusiasm, deepening in character as responsibilities arise. By ELIZABETH STUART PHELPS. \$1.25.

A Cathedral Courtship,

and Penelope's English Experiences. Two very bright and entertaining stories by KATE DOUGLAS WIGGIN, author of "The Birds' Christmas Carol," "Timothy's Quest," etc. With Illustrations. 16mo, \$1.00.

Sally Dows and other Stories.

By BRETT HARTE. 16mo, \$1.25. The first story is of Georgia, in the period following the war; the three others relate to California, and are in the style in which Mr. Harte is unrivaled.

Dr. Latimer.

A story of Casco Bay, told with great vivacity and freshness. By CLARA LOUISE BURNHAM, author of "Miss Bagg's Secretary," "Next Door," etc. \$1.25.

Mr. Tommy Dove, and other Stories.

A book of charming Short Stories, excellent for reading aloud or by one's self, by MARGARET DELAND, author of "John Ward, Preacher," "Sidney," "The Story of a Child," etc. \$1.00.

Old Kaskaskia.

An exceedingly interesting historical novel of the early history of Illinois, by MARY HARTWELL CATHERWOOD, author of the powerful historical story of Acadia, "The Lady of Fort St. John." \$1.25.

Oberon and Puck.

Verses Grave and Gay. By HELEN GRAY CONE, author of "The Ride to the Lady," etc. 16mo, \$1.00.

A Country Doctor.

A delightful Novel, by SARAH ORNE JEWETT. Riverside Paper Series. 50 cents.

Sold by all Booksellers. Sent, postpaid, by

Houghton, Mifflin & Co., Boston.
11 East 17th Street, New York.

MARHTA'S VINEYARD ★★ SUMMER INSTITUTE.

THE LARGEST AND THE BEST.

THE OLDEST AND THE BROADEST.

SIXTEENTH ANNUAL SESSION. Beginning July 10, 1893.

School of Methods: Two Weeks. Twenty-three Instructors. Academic Departments: Five Weeks. Twenty-two Instructors.

EMERSON COLLEGE OF ORATORY: Three Weeks. Dr. C. W. Emerson and Faculty.

Attendance for 1892 was over 600, from forty-four states and territories, making this by far the largest Summer School in the United States.

SEND FOR LARGE CIRCULAR giving full information in regard to the outlines of work in all departments, advantages offered, railroad reductions, tuition, club and combination rates, board, etc.

WM. A. MOWRY, Pres., Salem, Mass.

A. W. EDSON, M'g'r School of Methods, Worcester, Mass.

THE H. E. HOLT, LEXINGTON, MASS.

Normal Music School & Institute of Vocal Harmony, TWO SESSIONS IN 1893.

Beginning at Lexington, August 8, and closing with graduating exercises August 25. A WESTERN BRANCH of the School will open in the ATHENÆUM BUILDING, CHICAGO, July 19, and close August 2. Send for circulars. Address, Mrs. H. E. HOLT, Sec'y, Box 109, Lexington, Mass.

CORNELL UNIVERSITY.

Summer Courses for Teachers and Advanced Students. July 6-Aug. 16. Greek, Latin, German, French, English, Elocution, Philosophy, Experimental Psychology, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Botany, Freehand and Mechanical Drawing, Physical Training.

Summer courses are also offered in the SCHOOL OF LAW. For circulars apply to The Registrar, Cornell Univ., Ithaca, N. Y.



NEW ENGLAND CONSERVATORY OF MUSIC.

Founded by Dr. Eben Touréé. CARL FAULKNER, Director. Music, Elocution, Literature, Languages, Fine Arts, and Tuning. Send for Illustrated Calendar.

FRANK W. HALE, Gen'l Manager, Boston, Mass.

School Book Agents Wanted

We want several first-class school book agents, for both inside and outside positions, either on salary or commission. We would prefer those with some experience among school boards, but first-class teachers who are bright and wide awake might do.

Address, with particulars,

JOHN E. POTTER & CO.,
1111 and 1113 Market St., Philadelphia.

Teachers' Libraries

can now be selected with the certainty of securing valuable books only. Our new catalogue of all the best books and aids for teachers is now ready and will be sent to any address for 6 cent stamps, much less than cost. It is the result of months of patient labor. All important books are accurately described. Special prices to teachers are made on nearly all. It contains 100 closely printed pages and lists nearly 1500 volumes. It is the most valuable guide of the kind ever printed. All the books listed are kept in stock by us, and will be furnished on receipt of price.

E. L. KELLOGG & CO.,

61 East 9th Street, New York.

The Most Advanced School of the Kind in America.

SUMMER SESSION.

A Summer Session of Four Weeks of the NEFF COLLEGE OF ORATORY will be held at ATLANTIC CITY, N. J.

JUNE 26TH TO JULY 21ST, 1893. Students will board in a cottage adjoining the Pennhurst Hotel at special low rates. For particulars address

SILAS S. NEFF, President,
1414 Arch St., Philadelphia, Pa.

New Educational Work.

so SOLFEGGI

By F. PAOLO TOSTI. (Written in this composer's most melodious style.) In two Books, \$1.00 net, each.

N. B.—This is one of the most important works ever published on Solfeggi.

NEW SERIES. ENTITLED

The Kindergarten Series. Beautifully Illustrated.

Book VIII. The Children's Musical Peep Show.

By MICHAEL WATSON.

" IX. School and College Songs for Boys and Girls.

" XI. Songs from Alsop.

By WEATHERLY & BERAN.

" XII. Cantata for Children, "The Sweetest Song." By JOSEPH ROECKEL.

E. Heerwart's Kindergarten Music, Hymns, Songs, and Games.

Publishers of all the latest English Songs by Hope Temple, Stephen Adams, Paul Rodney, J. Roeckel, J. L. Molloy, etc., etc. Write for catalogues.

BOOSEY & CO., 3 E. 14th St., New York.

SALARY OR COMMISSION

To agents to handle the Patent Chemical Ink Erasing Pencil. The most useful and novel invention of the age. Erases ink thoroughly in two seconds. Works like magic. 800 to 800 per cent. profit. Agents making \$50 per week. We also want a general agent to take charge of territory, and appoint sub-agents. A rare chance to make money. Write for terms and specimen of erasing. Monroe Eraser Mfg. Co., X380 La Crosse, Wis.

Teachers' Columbian Directory, Hyde Park High School, Chicago, Ill.

Under the direction of the Principal of the Hyde Park High School, a few Chicago Teachers are prepared to render their services to parties of teachers or others who may wish to secure convenient lodgings or to receive systematic instruction in the various departments of the Exposition.

C. W. FRENCH, Prin.
For particulars address, A. F. WHISTER,
406 Lake Avenue, Chicago, Ill.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

(CONTINUED FROM PAGE 618.)

into numerous topics, treated by one who has mastered the art of seizing the salient points and expressing them tersely. (A. C. McClurg & Co., Chicago. \$3.00.)

American youth who are seeking inspiration for the battle of life cannot too thoroughly study the life and words of wisdom of that great American, Benjamin Franklin. There is no better collection of his writings than that contained in the volume entitled *The Selected Works of Benjamin Franklin* prepared by that most skilful editor, Epes Sargent. He had a keen perception of the essential, and knew how to give the pith of things. In this volume there is a short but excellent original sketch of Franklin's life; the famous autobiography; specimens of his political, moral, and philosophical papers; and a few selections from his letters. To a thoughtful reader the volume is full of interest and without a dull page. It enables us to review the whole career of the most active and brilliant man of modern times. The book should be in every library. (Lee & Shepard, Boston. 75 cents.)

To all students of science the most interesting recent publication is *The Year-Book of Science*, edited for 1892, by Prof. T. G. Bonney, LL. D. In this substantial octavo volume of 519 pages is summed up the results of the year in every field. The same plan has been followed as in the volume for 1891, and the same limitation of subjects is observed, but the area covered by some of these has been extended so far as could be done without a considerable increase in the number of pages. For instance, the present issue contains some notes on matters of geographical and anthropological interest, and attempts a more complete treatment of the subject of zoology. If this year-book meets with encouraging support the publishers make further enlargements, and treat these subjects more fully in the book for 1893. Every teacher of science will need this book in order to know the results of the latest researches. (Dodd, Mead & Co., New York. \$1.75.)

In the *Manual of Physical Culture for Public Schools* Anton Leibold director of physical culture in the public schools of Columbus, O., has embodied such exercises as he deemed would best develop strength, grace, and agility. He has followed the German-American system, that is the system introduced in this country forty years ago, and modified by the peculiar needs of our schools. In this book are treated calisthenics and physical games. A great variety of exercises are thus presented. (*Journal-Gazette*, Press, Columbus, O.)

Though a man be poor he is rich in the revelations that nature can make to him if his mind is prepared for her teachings. The study of no other science brings such wonder and delight as that of astronomy. Its complicated problems can be worked out only by the few, but a great part of its wonders may be known by the many. One of the best little books on the science lately published is *Astronomy for Every-day Readers*, by B. J. Hopkins, F. R. A. S., member of the British Astronomical Association. It gives the main facts in brief space, is written in popular style, and well illustrated. (Thomas Whittaker, New York. 50 cents.)

In the Prang Art Educational Papers have been published No. 1, *Art Education in the Public Schools*, an address given before the National Educational Association, Department of Superintendence, at Philadelphia, Feb. 25, 1891, by James McAlister, LL. D.; and No. 2, *Art in the School-Room—Pictures and their Influence*, addresses before the Prang Educational Conference at Boston, April 2, 1892, by Ross Turner, Prof. Edward B. Morse, John Tettlow, and others, and *Art Education in American Life*, a paper read before the American Social Science Association, at Saratoga, Aug. 3, 1892, by Myra B. Martin. (Prang Educational Co., Boston, New York, and Chicago.)

Recent additions to Heath's Modern Language series are *L'Expedition de la Jeune-Hardie*, by Jules Verne, edited with notes, vocabulary, and appendixes, by W. S. Lyon, M. A., and *Histoire d'un Paysan*, by Erckmann-Chatriau also provided with notes by Mr. Lyon. These volumes will be welcome additions to this series of choice literature. (D. C. Heath & Co., Boston. 25 cents.)

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, *THE PRIMARY SCHOOL JOURNAL* for Primary Teachers is \$1.00 a year. *THE TEACHERS' INSTITUTE* is published monthly, for those who do not care for a weekly, at \$1.25 a year. *EDUCATIONAL FOUNDATIONS* is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. *OUR TIMES* is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & CO., Educational Building, 61 East 9th St., New York.

TEACHERS' AGENCIES.

TEACHERS' CO-OPERATIVE ASSOCIATION,

70-72 DEARBORN ST.,
CHICAGO.

Established in 1884. Positions filled, 2300. Seeks Teachers who are ambitious for advancement rather than those without positions.

KERR & HUYSSON

Get places for Teachers. Charge no Advance Registration Fee, but Depend on Results.

3161 Positions filled.

Salaries aggregate \$2,053,600.

Send stamp for circulars. UNION SCHOOL BUREAU, (Union Teacher's Agency and American School Bureau, Consolidated). 2 West 14th Street, New York.

THE FISK TEACHERS' AGENCIES.

EVERETT O. FISK & CO., Proprietors.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL, FREE.

Tremont Pl., Boston, Mass.; 70 Fifth Ave., New York; 106 Wabash Ave., Chicago, Ill.; 371 Main St., Hartford, Ct.; 120½ So. Spring St., Los Angeles, Cal.; 130½ First St., Portland, Ore.

THE NEW AMERICAN TEACHERS' AGENCY.

Teachers seeking positions and Address C. B. RUGGLES & CO.,
those wishing a change at an (Palace Hotel Bldg) Room C, 237 Vine St.,
increased salary. CINCINNATI, OHIO.

THE BRIDGE TEACHERS' AGENCY, BOSTON and CHICAGO.

One Fee Registers in Both Offices.

Send For Agency Manual.

Business Offices: 110 Tremont St., BOSTON. 211 Wabash Ave., CHICAGO

ALBANY TEACHERS' AGENCY

Assists teachers with good records in obtaining positions. We have secured over one hundred positions during the past year in the state of New York alone, and sixty-five positions in different states for graduates of the New York Normal Schools. Good openings for first-class teachers to begin at once. Now is the TIME to REGISTER. Send stamp for Application Form.

Harlan P. French, Manager, 24 State St., Albany, N. Y.

\$200,000 Secured for teachers in 1892. Over 300 positions filled. This represents the work of **one manager** and **one agency**. Good vacancies now on our books for September, many of them in and near Chicago. See Catalogue for particulars. C. J. ALBERT, Manager, 211 Wabash Avenue, Chicago.

THE PENNSYLVANIA EDUCATIONAL BUREAU.

We need a lady for Latin and English, salary, \$700; another for School of Practice, \$800; another for Classics and English, \$900. We have also a large number of vacancies for Ladies and Gentlemen, with salaries from \$300 to \$2,000. Circulars free.

L. B. LANDIS, Manager, 205 N. 7th St., (H) Allentown, Pa.

AMERICAN AND FOREIGN TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency,

23 Union Square, NEW YORK.

TEACHERS WANTED.

We have (May 5th) over 400 calls for teachers for the fall of '93 from school officers throughout the NORTHWEST. All departments. Positions now open to application. Send for list of vacancies and application form.

R. B. HAZARD, Boston Block, Minneapolis, Minn.

TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians of both sexes, for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property.

E. MIRIAM COYRIE, 150 Fifth Avenue, cor. 20th St., NEW YORK CITY

Schermerhorn's Teachers' Agency

Oldest and best known in U. S.

Established 1855.

3 EAST 14TH STREET, N. Y.

For larger salaries, or change of location, address Teachers' Co-operative Association, 70 Dearborn St., Chicago. ORVILLE BREWER, Manager.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

If worn out with mental work get a bicycle and ride an hour or so each day, and health and spirits will improve. Among the excellent wheels now made is the Imperial Bicycle of the Ames & Frost company, Chicago. A catalogue telling all about this bicycle will be sent by them free.

It is foolish for a young man or woman to enter business life now-a-days without a business education. There are so many good schools, and the advantages such an education give one are so apparent, that it should be obtained by the candidate for success in the commercial world. All of our readers have doubtless heard of the Bryant & Stratton business college at Chicago. Its graduates, who are legion, have been very successful in getting positions at good salaries. One attending this college this summer can visit the exposition on Saturdays without interfering with his studies.

The modern school-room should be supplied with globes and maps, as they are a great help to the understanding of geography, for through them the pupils absorb knowledge with little effort. Potter & Putnam, 44 E. 14th street, New York, have a good variety of these, also of blackboards, school desks, and all kinds of school supplies.

The teacher who is looking for a position will find that time will be economized by applying to a good teachers' agency. Mrs. M. J. Young-Fulton of the American and Foreign Teachers' Agency introduces to colleges, schools, and families superior professors, principals, assistants, tutors, and governesses; also recommends good schools to parents.

When looking at the beautiful sunsets now-a-days undoubtedly many of THE JOURNAL readers feel that they would like to paint the clouds with their various forms and beautiful colors. They cannot do this without artists' materials, such as are provided by the F. W. Devoe & C. T. Raynolds Co., corner of Fulton and William streets, New York. They also have house painters' colors and fine varnishes.

Unlike Unsoluble
Cocoas, which are In-
digestible, and Cocoas
adulterated with
Starch,

**Van Houten's
Cocoa**
—(Best and Goes Farthest)—
leaves no Sediment on
the bottom of
the cup.

A fine head of hair is one of the most attractive ornaments one may possess. Those who have it should do all in their power to preserve it. Barry's Tricopherous is intended to prevent baldness, gray hair, and dandruff, and to make the hair grow thick and soft.

The lives of many people have been prolonged by the use of Bovinine. Gen. Grant lived on it for the last four months of his life, which shows what some of the best physicians in the country think of it. Try it.

There is no more interesting science than chemistry when it is pursued in the right way; but there must be laboratory work. Bullock & Crenshaw, 528 Arch street, Philadelphia, have obtained an enviable reputation for furnishing chemical apparatus and pure chemicals to the schools. They will send an illustrated priced catalogue on application.

Keep the brain fresh and vigorous so that the daily work may be done in a satisfactory manner. But how? By using that celebrated beverage Chocolat Menier. A cup of it immediately after eating will produce digestion in three hours. Ask the nearest grocer for it or send an order to Menier, Union square, New York.

Literary Notes.

An interesting addition has just been made to the Baedeker Guide Books, in a new volume devoted to the United States, including, also, an excursion into Mexico. It has been prepared by J. F. Muirhead, the compiler of Baedeker's Guide to Great Britain, and the general manager of the English editions of the Baedeker Guides, and is issued by the Scribners, the American agents of the Baedeker Guides.

Ginn & Co. will publish this month *Practical Elocution*, by Robert I. Fulton, A. M., and Thos. C. Trueblood, A. M. This book is the outgrowth of the class-room as well as the study.

Albert Scott & Company, of Chicago, will publish, early in June, *Madison's Journal of the Constitutional Convention*, in one volume. It is well known that this is the fullest account accessible of the proceedings of the federal convention which produced the constitution.

Roberts Brothers announce for publication June 3, the following: *The Brotherhood of Consolation*, by Honore de Balzac, translated by Katherine Prescott Wormeley; *Brown's Retreat and Other Stories*, by Anna Eichberg King; *A Woman who Failed and Others*, by Bessie Chandler.

The Cassell Publishing Company have issued a *Dictionary of Thoughts*, a cyclopedia of quotations from the best authors, compiled by Tryon Edwards. It is arranged by subjects, alphabetically from *Ability to Zeal*, and contains 644 pages closely printed in two columns.

Silver, Burdett & Co., have lately issued *The Elementary Arithmetic and The Advanced Arithmetic* under the general title of "The Normal Course in Number." These have been withheld from the press for some weeks, pending the completion of the elementary book, for the firm desired to show at one view their effort to comprise a series of arithmetics in two books.

Singularly Deluded is the title of a remarkable novel of incident by the author of "Ideals." "The Heavenly Twins," etc., which will appear immediately in Appleton's Town and Country Library. It is a story of constant and increasing interest.

Late additions to Cassell's Sunshine Series of Choice Fiction (paper, 50 cents), are *English Pharisees*, *French Crocodiles*, and other Anglo-French Typical Characters, by Max O'Rell, Marionettes, by Julian Gordon, and *The Squire*, by Mrs. Parr.

Harper & Brothers have published *Morocco as It Is*, by Stephen Bonsal, Jun., copiously illustrated; *A Short History of the Christian Church*, by Bishop John F. Hurst; *Elements of Deductive Logic*, by Professor Noah K. Davis; and a new edition of the religious classic *The Tongue of Fire*; or, *The True Power of Christianity*, by Rev. William Arthur.

Eyesight SAVED.



"My boy had Scarlet Fever when 4 years old, leaving him very weak and with blood poisoned with canker. His eyes became inflamed, his sufferings were intense, and for 7 weeks he could not even open his eyes. I began giving him HOOD'S ARASAPARILLA, which soon cured him. I know it saved his sight, if not his very life." —ABBY E. BLACKMAN, 2888 Washington St., Boston, Mass.

HOOD'S PILLS are the best after-dinner Pills, a&L. digestion, cure headache and biliousness.

St. Denis Hotel, Broadway and Eleventh St., NEW YORK.

EUROPEAN PLAN.

During the past year the St. Denis has been enlarged by a new and elegant addition which more than doubles its former capacity. Within a radius of a few blocks from the Hotel are all the Educational publishers of the city. The American Book Company, the largest educational publishers in the world are directly opposite the Hotel. The well-known Taylor's Restaurant is connected with the St. Denis. Prices are very moderate.

WILLIAM TAYLOR, Proprietor.

BOVININE

Acts like magic in the alcohol and opium habits, entirely restoring the digestive powers.

**A Skin of Beauty is a Joy Forever.
Dr. T. Felix Gouraud's**

ORIENTAL CREAM, MAGICAL BEAUTIFIER,



ladies will use this, I recommend "Gouraud's Cream" as the least harmful of all skin preparations. One bottle will last six months using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.

FERD. T. HOPKINS, Prop'r, 27 Great Jones St., N. Y. For sale by all Druggists and Fancy Goods Dealers throughout the U. S., Canada and Europe.

Also found in N. Y. City, R. H. Macy's, Stern's, Elwyn's, Ridley's, and other Fancy Goods Dealers.

[Beware of base imitations. \$1.00 Reward for arrest and proof of any one selling the same.]

CROWN AND BRIDGE WORK. Teeth without Plates.

The special and scientific branch of dentistry known as Crown and Bridge Work, requires the most accurate adjustment with perfect mechanical construction; insure an artistic appearance and durability.

Having every facility for this class of work, I can now offer reasonable prices as consistent with first class workmanship. ESTABLISHED 1868.

DR. W. J. STEWART, 362 W. 23d St., N.Y.

OPIUM Morphine Habit Cured in 10 to 30 days. No pay till cured. DR. J. STEPHENS, Lebanon, Ohio.

Magazines.

The *Atlantic* for June is full of valuable and interesting articles. Rodolfo Lanciani presents in an entertaining way "New Facts about the Pantheon." A paper which should be read in connection with this is J. Irving Manatt's "Reminiscences of Dr. Schliemann." This article, written by one who knew Dr. Schliemann well, gives an intimate account of the home life of the great archaeologist, of his family, and of his personal characteristics. The name of Schliemann suggests Greek literature, and thus we naturally turn to a paper by William Cranston Lawton, on "Womanhood in the Iliad." Two articles relating to educational matters are Justin Winsor's on "The Future of Local Libraries," and D. L. Kiehle's on "The Educational Trend of the Northwest." "The Pygmies of Africa" is an interesting article by Judge Caton.

Senator Lodge and Mrs. Burnett take the head of the column in the current number of *St Nicholas*, and tell the praises of the national capital, to which Mrs. Burnett gives the name, "The City of Groves and Bowers"—certainly a more pleasing title than "City of Magnificent Distances." Mr. Lodge's sketch gives the important facts and legends connected with the city's past, and commends the wisdom that set apart a truly national city for the capital. Many older readers will be surprised to learn that Washington's site is the result of a compromise. Mrs. Burnett approaches the subject from the point of view most suitable to young readers. In graceful and poetic style we are told why Washington should be a paradise for children. Both articles are fully illustrated.

From Friend to Friend

Goes the story of the excellence of Hood's Sarsaparilla and what it has accomplished, and this is the strongest advertising which is done on behalf of this medicine. We endeavor to tell honestly what Hood's Sarsaparilla is and what it will do, but what it *has done* is far more important and far more potent. Its unequalled record of cures is sure to convince those who have never tried Hood's Sarsaparilla that it is an excellent medicine.

Among the leading articles in *Harper's Magazine* for June, are "New France Under British Rule" (French Canada), by Henry Loomis Nelson; "An Artist's Summer Vacation" (Wm. M. Chase's), by John Gilmer Speed; "The Evolution of New York" (from 1776 to 1825), by Thomas A. Janvier; "The Empress of Austria," by one of the ladies of her court; "Wyoming—Another Pennsylvania," by Julian Ralph. A Conan Doyle's historical romance, "The Refugees," is brilliantly concluded in the number, which contains, also, the first chapters of a new novel of English life by William Black, called "The Handsome Humes," and the sixth instalment of Miss Constance Fenimore Woolson's American serial, "Horace Chase."

The *Review of Reviews* sent as its special representative to Chicago, in May, Ernest Knauft, a well-known art teacher of New York, and who is known throughout the country as the very successful and art sympathetic director of the art studies at Chautauqua from summer to summer. Mr. Knauft has prepared for the June number of the magazine an article telling in a straightforward way what are the merits and striking features of each portion of the art exhibit, and his article is illustrated with outline pen sketches intended as memoranda of the principal pictures. Another important feature is a well-written forecast of all the principal conventions and gatherings to be held through the summer and autumn of 1893, particular attention being given to the forthcoming World's Congresses and other gatherings which will be affiliated with such congresses at Chicago.

A Chance To Make Money.

I have berries, grapes, and peaches, a year old, fresh as when picked. I use "Hood's improved process;" not heat or seal the fruit, just put it up cold. Keeps perfectly fresh and costs almost nothing; can put up a bushel in ten minutes. Last week I sold directions to over one hundred families. People will pay a dollar for directions when they see the beautiful fruit samples. Fall and winter are the best time to sell directions, so people can experiment and be ready for next fruit season. As there are many poor people like myself I consider it my duty to give my experience to such, and feel confident anyone can make one or two hundred dollars, round home, in a few days. I will mail sample of fruit and complete directions, to any of your readers, for 19 two-cent stamps, which is only the actual cost of the sample, postage, etc., to me. Mrs. W. M. Griffith, New Concord, Ohio.

DRY GOODS.

JUNE SALE
—OF—
DRESS GOODS.

Our usual summer sale of Dress Goods begins this week.

Remaining lines of Rich Dress Goods, including costliest novelties, are marked down to the prices of ordinary goods.

Elegant Crepes, Half-Silk Tweeds, Changeable Grenadienes, Stylish Suitings of French, Scotch, and English make, at \$1.00 per yard; these goods are in irregular lengths from 5 to 8 yards, and, in view of the reduced prices, are to be sold only in lengths, as cut.

500 pieces Storm Serges, in best shades of dark blue, at 50 cents, 75 cents, \$1.00, and \$1.25 per yard. These are superior values, and cannot be duplicated this season.

James McCreery & Co.,
BROADWAY & 11TH STREET,
NEW YORK.

BARRY'S TRICOPHEROUS FOR THE HAIR AND SKIN.

An elegant dressing. Prevents baldness, gray hair, and dandruff. Makes the hair grow thick and soft. Cures eruptions and diseases of the skin. Heals cuts, burns, bruises and sprains. All druggists or by mail 50cts. 44 Stone St. N.Y.

DEAFNESS & HEAD NOISES CURED
by Peck's Invisible Tubular Ear Cushions. Whispered. Successful when all remedies fail. Sold **FREE**
only by F. Hacox, 653 Broadway, N.Y. Write for book of proofs.

MON.	TUES.	WED.	THUR.	FRI.	SAT.	SUN.
S	A	P	O	L	I	O

USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.

NOUVEAU PARFUM ANGLAIS.



Crab
Apple
Blossoms
(Fleur
du Pommier
Sauvage.)

"Nous placons avant toutes les odeurs à la mode de la saison le Crab Apple Blossoms, de la champagne de la Couronne de Pavé, et autres, un parfum des plus exquis."—Journal de la Cour.

INVIGORATING LAVENDER SALTS.

Sels de Lavande Fortifiants.
Une préparation exquise appréciée partout pour ses délicieuses propriétés rafraîchissantes.
Vente Annuelle 500,000 flacons
CROWN PERFUMERY CO.,
177 New Bond Street, London.
Depot à Paris—64, Rue d'Hauteville



Two Women Talking.

Their conversation was very low, So very low I could not catch it, But I heard this much as I turned to go: "What make of braid d' ye think will match it?" The other replied, "Oh, Goff's, of course, For it comes in too shades or more."

H

Any one not finding **Goff's** **Braids** (note the clasp on the roll) in desired shade, send the name of the house that could not supply you and four 2-cent stamps and we will send sample roll matching any color wanted.
D. Goff & Sons,
Pawtucket,
R. I.

ORPHEA MUSICAL BOX

is the Latest Invention in Swiss Musical Boxes.

They are the sweetest, most complete, durable, and perfect Musical Boxes made, and any number of tunes can be obtained for them. Also a complete line of all other styles and sizes from 30cts. to \$100. The largest stock in America. The most appropriate for birthday, anniversary, and holiday present. No Musical Box ever guaranteed to wear well without Gautsch's Safety Tune Change and Check. Pat. in Switzerland and in the U.S. Gen. Agents Concert Organs. Send stamp for Price.

Old Music Boxes carefully Repaired and Improved.

GAUTSCHI & SONS, 1030 CHESTNUT ST., PHILADELPHIA.
Buy the Best direct from the Manufacturer and at First Cost

MODERATE PRICES, TERMS REASONABLE
EVERY INSTRUMENT FULLY WARRANTED.
CATALOGUES FREE.

EMERSON PIANO CO.,
BOSTON, NEW YORK, CHICAGO,
NO. 92 FIFTH AVENUE, NEW YORK.

All fair business is of mutual benefit. When you buy a book, or article of dress the seller makes a small profit. You get material for culture of mind or shelter of body. Therefore see if our advertisers cannot benefit you. Mention this paper and so benefit us.

Magazines.

—The complete novel in the June *Lippincott's* is "The Translation of a Savage," by Gilbert Parker. It tells how a wealthy Englishman married an Indian girl of Hudson's bay, with results naturally mixed. John F. Huneker writes of "Amateur Rowing," and in the Journalist series Theodore Stanton describes "The Foreign Correspondent." John Burroughs gives "A Glance at Walt Whitman." Among the contributors of verse are Frank Dempster Sherman, Clinton Scollard, and Joel Benton.

—Prof. Julius E. Olson, of the University of Wisconsin gives an extended and judicial review of "Norway's Struggles for Political Liberty," in the June *New England Magazine*. It is an article which will interest all students of the history of popular constitutional government. Arthur L. Salmon contributes a poem saturated with a deep humanitarian spirit, "Eastward! A song of the City." Edith M. Thomas is represented by a poem based upon Heine's line, "I shall return to God!" called "The Fugitive." Albert Hardy contributes some fine lines, called "June's Noon-day." Ralph Adams Cram has a sonnet on "Dante in Exile."

—The frontispiece of the *Magazine of Art* for June accompanies an account of W. Y. Baker's collection of paintings. It is called "a royal bird," and is a photogravure from the original of Andrew C. Gow. The opening article is on the "Royal Academy Exhibition," and is illustrated with numerous studies of Sir Frederick Leighton's picture "Rizpah." Mr. Swinburne's "Carol" is illustrated by W. E. F. Britten. "The Art of Khuenaten" is described by Prof. Flinders Petrie, and illustrated with specimens of that ancient art. There is a most fascinating article on the home in the Black Forest of Wilhelm Hasemann by Mary E. Bowles. The illustrations by the painter are admirable. Mr. Spielman contributes his third paper on "The National Gallery of British Art and Mr. Tate's Collection."

During the Teething Period.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by Druggists, in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

—The *Forum* is maintaining its position as a leader in the discussion of live political questions. The June number has an impressive recital by Judge Thomas M. Cooley of the "Grave Obstacles to Hawaiian Annexation." Other articles are "China's View of Chinese Exclusion," by the Rev. Gilbert Reid, a missionary to China; "Half a Million Dollars a Day for Pensions," by Congressman John DeWitt Warner; and a "Decisive Breach in the Grand Army," in which Lieut. Allen R. Foote quotes from original documents relating to the Farnham Post controversy. Henry T. Finch writes of "Mr. Padewski in America" and H. H. Boyesen of "American Literary Criticism and its Value."

—An article on "The Land of the Shah," in the June *Californian*, by Thomas Copeland, contains new and interesting matter concerning life among the Persians in palace and hovel, and gives fine opportunity for many new and interesting illustrations.

—*Current Literature* is brimming over in the June number with the new features. The World's fair first of all, furnishes no less than forty-eight pages of selections and illustrations, which deal with all the interesting features of the undertaking. In setting so much space apart for this, it has not been done at the expense of the magazine itself which has been considerably enlarged.

—In addition to the usual variety of miscellaneous articles in the June *Chautauquan*, the Woman's Council Table contains six articles written especially for women. In the editorial departments are discussed, "Shall the President be an Office Broker?" "Skimming the Dictionary;" "Temperance Reform in South Carolina."

—Following Mr. Howells' lead, apparently, both Frank R. Stockton and Mrs. Frances Hodgson Burnett, have gone over to *The Ladies' Home Journal*, and the most important works by these authors upon which they are now engaged, will shortly see publication in this magazine.

IMPORTANT.

When visiting New York City, save Baggage, Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Handsomely Furnished Rooms at \$2 and upwards per day. European plan. Elevators and all Modern Conveniences.

Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than any other first-class hotel in the city. Ford & Co., Proprietors.

FOR YOUR NEW GOWN,

Why not use the Best Dress-Stay made?

It does away with all wrinkling at the seams, and insures a much better fit.

There is but one best, and that is DR. WARNER'S CORALINE DRESS-STAY. They are lighter and more flexible than whalebone and are absolutely unbreakable, while they cost but little more than steel or French Horn.

Put up in yard lengths the same as whalebone, and also muslin covered, 6 to 10 inches long.

Sample dozen for one dress, by mail, 25 cents. Sold by leading merchants.

Warner Bros.,

359 Broadway, New York.



LADIES!

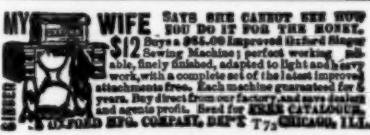
Use only

BROWN'S
FRENCH
DRESSING

on your
Boots and Shoes

The most elegant article of its kind now in use. Will restore the original color and lustre to your shoes. Doesn't soil the skirts when wet. Just as good for Bags, Trunks, Harness, Etc. Does not crack, nor harden the leather.

For sale by All Dealers. Lowest priced.



The live reader of this paper usually writes several times a month to one or more of its advertisers, and mentions it every time.

For Teachers

and all women who occupy sedentary positions there is nothing so healthful, comfortable and economical as the genuine

Jackson CORSET WAISTS

A Perfect Corset and Waist combined. Recommended by physicians, dressmakers, and everyone who has worn them. You should have one of them. Patented February 23, 1886. See patent stamp on each waist. Take no other. Made only by

JACKSON CORSET CO., Jackson, Mich.

If your dealer hasn't it, write to us.



\$25.00
BUYS A GOOD ORGAN.

This gives you an idea of our prices. We sell at manufacturer's prices—direct from the factory to the home. This means just half the retail price. You save the other half. We sell One Thousand Organs and Pianos per month, and can point you to an Organ or Piano of our make in every County in the U. S. If you live within 200 miles of us, you can visit our factory at our expense, and buy for yourself. Write at once for our new Catalogue.

Free to any address. It contains beautiful colored illustrations, accurate descriptions and lowest prices of the latest and finest styles of Organs and Pianos. It will save you many times its weight in gold.

Organs from \$25.00 up. Pianos from \$175.00 up.

For CASH, or on EASY CREDIT.

All Instruments shipped on trial. No satisfaction no pay.

References—First National Bank, your own Banker, and all Commercial Agencies.

Write for Catalogue to-day, and get our Special Offers.

CORNISH ORGAN AND PIANO CO.,
Established 26 Years. WASHINGTON, N.J.

THE GREAT AMERICAN LADIES

GET UP ORDERS.
ENTIRE NEW DEPARTURE.
A HANDSOME
PRESENT TO EVERY
SUBSCRIBER.

THE GREATEST INDUCEMENTS
EVER KNOWN TO INTRODUCE OUR NEW GOODS

If you enjoy a cup of Delicous Tea send in your orders. 34 lbs. Fine Tea by mail on receipt of \$3 and this "ad." Beautiful premiums given away with \$5 orders and upwards. The most extraordinary bargains ever offered, during the next thirty days. China Tea Sets and Lamps with \$10, \$15, and \$20 orders to introduce our excellent New Crop Tea. Formosa and Amoy, Oolong, Congou, English Breakfast, Japan, Imperial, Young Hyson, Gunpowder, Sun Sun Chop and Mixed. Good mixed tea \$2.00 per lb. Headquarters in United States for Fine Teas. One pound of our tea will go farther than three pounds of trash. Thirty years' national reputation for sealing Pure Good Only.

THE GREAT AMERICAN TEA CO., P.O. Box 289. 31 & 33 Vesey St., N.Y.

New and Important to Teachers.

OUTLINES OF ENGLISH LITERATURE.

By WILLIAM RENTON. 12mo. With Diagrams. \$1.00 net.

Full Descriptive Catalogue and Price List of this and many other distinguished text-books in all departments of education sent free.

CHARLES SCRIBNER'S SONS,
Publishers, Importers, and Booksellers,
743-745 Broadway, New York City.

JUST PUBLISHED.

AN ACADEMIC ARITHMETIC

By WEBSTER WELLS, B.S.,

Associate Professor of Mathematics, Mass. Institute of Technology.

Specimen copy mailed on receipt of \$1.00.

LEACH, SHEWELL & SANBORN,

67 Fifth Avenue, NEW YORK. 202 Devonshire Street, BOSTON.
106 Wabash Avenue, CHICAGO.

COLOR TEACHING IN PUBLIC SCHOOLS

The Prang Educational Company have now ready for teachers a hand-book of
SUGGESTIONS FOR COLOR TEACHING.

This book presents in a simple and systematic manner the educational and aesthetic principles involved in the right teaching of Color. Its clear and practical directions for the teacher's guidance in class exercises of different grades make it a most valuable school-room help. It is illustrated with numerous plates, showing photographic reproductions of class work and include miniature fac-similes, in their actual colors, of Color Charts for school use.

PRICE, ONE DOLLAR.

For copies of this book or information regarding Color Charts, Color Tablets and Colored Papers, address the publishers,

THE PRANG EDUCATIONAL COMPANY,
646 Washington St., BOSTON. 47 East 10th St., NEW YORK. 151 Wabash Ave., CHICAGO.

SILVER, BURDETT & COMPANY, Publishers,
BOSTON. NEW YORK. CHICAGO. PHILADELPHIA.
School and College Text-Books, Music Books,
Maps, Charts, and Books of Reference,
Miscellaneous Books, Religious Books, Hymn Books.

Special terms for introduction of text-books. Catalogue mailed to any address.

PARALLEL EDITION of the CLASSICS

Consisting of the Originals and Translations arranged on opposite pages.

- | | |
|--|------------------|
| 1. The First Four Books of Cæsar's Commentaries. | Each 12mo. |
| 2. The First Six Books of Vergil's Aeneid. | Cloth. |
| 3. Select Orations of Cicero. | By mail, \$1.00. |

Special Offer.—To any Teacher sending us \$2.50 we will send a set of the above three books, by mail postpaid.

A. LOVELL & CO., No. 3 East 14th St., New York.

KINDERGARTEN AND SCHOOL SUPPLIES. { J. W.
SCHERMERHORN & CO., 3 EAST 14TH STREET,
NEW YORK.

OUR WINDOWS OPEN ON LAKE MICHIGAN,

AT THE BIG CHICAGO FAIR, and we hope that you will find us before you leave the Windy City. The location is Liberal Arts Building, southeast corner, Section I. Also if possible drop into our Chicago headquarters, Thomas Charles Co.'s office, 211 Wabash Avenue. At the Fair the attendant will give you our educational catalogue, 80 pages, or the list of Home Amusements, 56 pages, or "Our Little Story," which is a brief illustrated history of the concern in its different departments since 1860. We shall show there our educational games and home amusements as well as the Kindergarten material and furniture and school devices. We shall show the new Bible and Columbian sewing cards. The large Bible cards and the Columbian sell at 30 cents, and the small Bible cards for 20 cents, a dozen cards being in each case, a set. We keep a line of worsteds and needles for the sewing cards, which is a new departure with us. If you want Diplomas for your Graduating Classes correspond with us. We want to make them.

We have moved our New York office from Room 22, to Room 3, Clinton Hall, Astor Place.

MILTON BRADLEY CO.,
Factory and Home Office:

School of Pedagogy

—OF THE—

University of the City of New York.

Henry M. MacCracken, D.D., LL.D.,
CHANCELLOR.

Professional Training for Teachers.

Five Courses.—I. History of Education. II. Psychology and Ethics. III. Theory and Art of Teaching. IV. Educational Literature and Criticism. V. Educational Systems. Degrees Granted, Doctor of Pedagogy and Master of Pedagogy.

Year from Oct. to May. Scholarships.

Only resident students are enrolled. Send for catalogue giving full information. Address,

SECRETARY, FACULTY OF PEDAGOGY,
UNIVERSITY,
Washington Square, N. Y. City.

CHRISTOPHER SOWER CO.,

Late Sower, Potts & Co., PHILADELPHIA
THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks' Normal Mathematical Course.
1. Standard Arith. Course, in Four Books.

2. Union Arith. Course, in Two Books combining Mental and Written.

Brooks's Higher Arithmetic.

Brooks's Normal Algebra.

Brooks's Geometry and Trigonometry.

Brooks's Plane and Solid Geometry.

Brooks's Philosophy of Arithmetic.

Manuals of Methods and Keys to the above.

Montgomery's Nor. Union System of Indust.

Drawing.

Lyte's Bookkeeping and Blanks.

STUDY FRENCH AT YOUR HOME.

If you are a beginner, get the new method "French, with or without a Master," 1 vol., \$1.00. If you know some French subscribe to "Le Français," \$2.00 per year. A French monthly magazine, containing annotated comedies, novels, sketches, &c., also exercises which are corrected free of charge. Difficulties explained. Each subscriber becomes a student, by correspondence, of the Berlitz School of Languages. (One sample copy free.)

BERLITZ & CO., MADISON SQUARE, N. Y.

UNIVERSITY PUBLISHING CO.,

Educational Publishers,
43-47 East 10th St., NEW YORK.

Please send for catalogue and price list.
Correspondence solicited.

SHORTHAND.

Com. W. T. Harris, Bureau of Education, Washington, D. C. writes: "A debt of gratitude is due to Isaac Pitman as the original inventor of the best system of shorthand, and the one which forms the basis for a hundred or more modifications."

"The Phonographic Teacher" (15c.) and "Manual" (40c.) on receipt of price. Adopted by the New York Board of Education. Alphabet free. ISAAC PITMAN & SONS, 3 E. 14th St., N. Y.

TAKE LESSONS (day or evening) at Isaac Pitman's

Metropolitan School of Shorthand and Typewriting, 55 Fifth Ave., cor. 17th St. Circulars free.

